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THE UNIVERSITY OF ALBERTA

THE RELATIONSHIP BETWEEN VARIOUS FACTORS AND
PERSISTENCE AND NON-PERSISTENCE
IN THE STUDY OF FRENCH

by

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A THESIS

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ABSTRACT

With a trend toward giving students in secondary schools an increasing number of options in the selection of their areas of study, the concomitant phenomenon of the course dropout has become more and more readily apparent. Any improved understanding of the causes underlying this phenomenon could lead to more efficient school administration as well as provide other benefits to those concerned with the learning of a subject area. This provides the rationale for the present study. The purpose of the study is to attempt to discover some differences between those students who drop out of a subject area and those students who persist in the same subject area.

The study was planned and carried out in the Edmonton Public School System at ten randomly selected junior high schools. Taking French at the grade nine level as the subject area to be investigated, the study was begun by dividing the students into the three categories of those presently taking French, those who have never taken French and those who started to take French but later dropped it. Using criteria suggested by a survey of the literature, the three groups were compared using the mathematical technique of discriminant analysis. A number of significant differences between the three groups were noted and the null hypotheses of no differences between groups were rejected. In the

subject area under investigation, it appeared that the most effective discriminant was student attitude toward foreign language study in general with no specified target language.

Areas where the three groups differed significantly were: (1) student sex; (2) student scores on the S.C.A.T., level 3; (3) student scores on the Alberta Departmental English examinations; (4) student total scores on the social studies, mathematics and science parts of the Alberta Departmental examinations; (5) student perception of parental attitude toward the importance of studying French; (6) student scores on the modern language attitude scale; (7) student scores on the French attitude scale; (8) student scores on the cultural allegiance scale; (9) student original motive for choosing French as a subject.

In conclusion certain topics for further investigation were suggested with the hope that the results of these would result in a much greater understanding of the subject area dropout.

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CHAPTER 1

THE PROBLEM

Introduction

In 1958, with the passage of the National Defense Education Act (NDEA), the United States government became heavily involved in education. This involvement gave a strong impetus to new developments in several fields, including modern languages. In the latter field new programs were prepared, methods of teaching were reviewed, and increasing numbers of students were enrolled in modern language classes. This was the situation in the United States for ten years until it was decided that the NDEA had served its purpose, most of its provisions were allowed to lapse and Federal financial aid to education was sharply curtailed.

In 1968 the Modern Language Association's comprehensive national survey of modern language enrollments in colleges and public secondary schools revealed a definite decrease in enrollment as a percentage of total secondary school enrollment in grades 7 to 12 (Brod, 1970: 342). In 1966 Dusel (1966) reported that in California, 77 percent of secondary school students dropped out of modern language study after two years or less of study. These two facts, which are not necessarily related, would appear to provide some cause for concern on the part of those interested in the role of modern languages in the educational curriculum.

Canada did not have its NDEA but it was influenced by the activity and developments in the United States. New audio-lingual and audio-visual programs developed for the U.S. market became available to Canadian teachers; the results of U.S. research and experience in the use of these programs exerted a strong influence on Canadian modern language teachers, and, if nothing else, the U.S. activity exerted a heuristic effect on Canadian educators. Canada experienced a boom in educational growth comparable to that of the United States during the same period. In addition, Canadians at large became more aware of the existence of Quebec and of the fact that French is the native language of nearly a quarter of the population of this country. Therefore, the relevance of teaching French to Canadian learners became more evident. The United States is a unilingual country and any modern language to be taught in its schools is a 'foreign' language. There are areas where this appears to be untrue, such as the Southwestern states but we must recognize this distinct difference: the Spanish of the Southwestern U.S. is a remnant of Mexican influence and is nourished by proximity to Mexico. The French of Quebec is a remnant of French influence in North America but it has also developed a cultural and artistic vigor of its own and gives every indication of being able to maintain its own existence and even grow without the proximity of France. The dynamic strength of the French language, the French people and the

French culture in Canada gives an importance to the study of French by English speaking Canadians which is difficult to question.

Need for the Study

We have no source in Canada comparable to the Modern Language Association national survey. The education yearbooks of the various provinces do not give data such as number of students taking modern languages expressed as a percentage of the total enrollment. There appears to be a lack of hard data in this area in Canada. However if the United States continues to exert an influence which is certainly real in spite of its being difficult to measure, it is certainly reasonable to imagine that we may have to deal with declining enrollments in modern language classes at some time in the future if not in the present. The investigator has interviewed or communicated with several educators in the provinces of Nova Scotia, Ontario, Saskatchewan, and Alberta. All were of the opinion that enrollments in modern language classes had declined over the past two years but could not give any exact figures to support their opinions. Finally the Supervisor of Modern Languages of the Edmonton Public School Board was interviewed and provided the following data: at the senior high school level, between 1970 and 1971, the French enrollment dropped by 6 percent while the gross enrollment grew by 4.6 percent. At the junior high school level, as of October 1971, the enrollments were

as follows:

	Total Enrollment	French Enrollment	Percent Enrolled
Grade 7	6346	3212	50.6
Grade 8	5942	2298	38.7
Grade 9	5489	1728	31.3

An examination of the above reveals that total enrollment decreases approximately 13.4 percent from Grade 7 to Grade 9. French enrollment decreases approximately 46.1 percent. It appears that a very large number of students between the time they begin grade 7 up to the time they are in grade 9, discontinue the study of French. We must find the above data disquieting if we cherish the concept of the learner as a resource which should be utilized and husbanded wisely. Always inherent in a democratic society and system of education, the concept has had a resurgence of publicity in North America during the late fifties and sixties of this century. This has resulted in a great deal of research on the school dropout and the loss to society which he represents.

It appears that the very nature of a democratic system of education tends to blind one to the problem of the subject area dropout. So long as the learner remains in school, he is simply thought of as exercising his option to pick and choose among the offerings of his school system. This would appear to be the popular opinion of a learner who takes a course for a year or two and then drops it.

Statement of the Problem

The initial concept of the present study is found in the following question: For an optional subject area such as modern language study, what should be considered as a "normal" rate of dropping out? From this vague beginning an area of study has been more sharply delimited into the following form. In Edmonton, at the grade nine level in the public school system, the learners may be classified into three categories: those students who have never studied French, those students who are presently studying French, and those students who began to study French but stopped at some time previous to the present. What differences, if any, exist between these three groups. What are the factors which cause a large number of students at the junior high school level to discontinue French after one or two years' study? What are their perceived motives for dropping French? What factors cause some students to persist in their study of French? Can any of these factors be affected by administrators and school officials if the need to do so becomes apparent. These questions constitute a very real problem.

Purpose of the Study

It is the purpose of this study to determine what factors differentiate between students who have never taken French in school, those who persist in their study of French in school, and those who began to study French but

dropped it at some time previous to the investigation.

Definition of Terms

Anomie scale. The term Anomie Scale shall refer to an eleven-item measure of the individual's dissatisfaction with his or her role in society. It is taken from Srole's original scale as modified by Lambert (1963). Of this scale Jakobovits (1970: 264) says:

The successful development of communicative skills in a second language often involves a prior tendency to "identify" with people who are native representatives of the foreign culture. Such an identification process appears to facilitate the acquisition of communicative skills, but at the same time it can create feelings of dissatisfaction with one's own culture and "way of doing things." These feelings of dissatisfaction are referred to as "anomie."

Cultural allegiance scale. The term Cultural Allegiance Scale shall refer to a nine-item measure of the degree of loyalty to what the individual perceives as being his own cultural background. The scale is taken from Jakobovits (1970: 267) who attributes it to Lambert.

Ethnocentrism scale. The term Ethnocentrism Scale shall refer to a seven-item measure of attitude toward those who are perceived by the subject as being not from his own cultural milieu or not sharing his own cultural background. Jakobovits (1970: 265) refers to ethnocentrism as "cultural myopia." The scale was developed by Adorno et al., (1950).

French attitude scale. The term French Attitude Scale shall refer to a twenty-item measure of attitude

toward French speaking people. It was developed by Lambert and is presented in Jakobovits (1970: 262-264).

French dropout or FDO. A French dropout or FDO shall be defined as a student who, having begun the study of French at some time in the past, ceased this study prior to the investigation.

Modern Language Attitude Scale. The term Modern Language Attitude Scale shall refer to a seven-item measure of attitude toward the learning of any modern language which is not the native language of the subject. The scale is presented in Jakobovits (1970: 276-278) who credits it to Lambert.

Non-French or NF student. A non-French or NF student shall be defined as one who has never undertaken the study of French during his or her school career.

Persister, French student or F student. A persister or French student or F student shall be defined as a student who, having begun the study of French at some time in the past, was still continuing this study at the time of the investigation.

S.C.A.T. The initials S.C.A.T. shall refer to the School and College Ability Test. Level 3 of this standardized test provided some of the variables in the present study. It consists of two parts, a verbal scale and a quantitative scale, and a third percentile scale which is a combination of the two.

Design of the Study

The sample will consist of all the grade nine students in ten of the junior high schools in the Edmonton Public

School System. Various data about these students will be gathered and the students will then be divided into the three groups in the following areas: (1) age; (2) sex; (3) original motive for taking French; (4) perceived parental attitude toward the study of French; (5) student attitude toward learning a modern language; (6) student attitude toward French-speaking people; (7) student anomie; (8) student ethnocentrism; (9) student cultural allegiance; (10) student I.Q.; (11) student achievement in English as measured by the Alberta Departmental examinations; (12) Grade point average of student achievement on the same examinations in other subject areas, not including English. The basic hypothesis being tested here is that the apparently very high rate of student dropout in French in the Edmonton Public School System is not due simply to student caprice or random chance; that some, or all, of the above factors will be significantly different for the three groups of NF, F, and FDO students.

The general null hypothesis of the present study may be stated thus: if a group of grade nine students be selected from the Edmonton Public School System and divided into groups of students who have never taken French in school, students who are taking French in school now, and students who have taken French in school but have ceased to do so; these three groups will not differ significantly from each other in any way other than in the fact of the criterion just stated.

Delimitations

The study is delimited in the following ways:

1. The study was conducted in the Edmonton Public School System and with grade nine students ranging in age from thirteen to seventeen years of age. Since students older or younger and in another school system might vary in their attitudes and achievements, no generalizations can be made to other age groups or other school systems.
2. The study was limited solely to attitudes toward the French people and language. Results cannot be generalized to any other ethnic or linguistic group.
3. No attempt was made to evaluate proficiency in French in the sample population studying the language or in the sample population which had ceased to study it. Categories were formed solely on the basis of whether the subject was presently studying French or not; and, if not, whether he or she had previously studied it or not.
4. No attempt was made to determine the reason for students discontinuing the study of French other than in their own perception.
5. No attempt was made to evaluate teacher proficiency either in an absolute sense or in relation to the students in the sample.

Limitations

There is no guarantee that the subjects have responded

with complete honesty to the questionnaire. Many of the items cannot be validated by cross-reference to other sources. There is the possibility that some subjects may have given the response which they thought was desired by the investigator rather than the one which was the truth as they perceived it. Such limitations are common to all paper-and-pencil measures of attitude.

Hypotheses

The following null hypotheses will be tested. It is hypothesized that:

1. There is no significant difference between the non-French, French and French dropout groups in the sample population when compared on the basis of age.
2. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of sex.
3. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the S.C.A.T., level 3.
4. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the Alberta Departmental English examinations.
5. There is no significant difference between the non-French, French and French dropout groups of the sample

population when compared on the basis of their total scores on the social studies, mathematics and science parts of the Alberta Departmental examinations.

6. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their perception of their parents' attitude toward the importance of studying French.

7. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the modern language attitude scale.

8. There is no significant difference between the non-French, French and French dropout groups in the sample population when compared on the basis of their scores on the French attitude scale.

9. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the anomie scale.

10. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the ethnocentrism scale.

11. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their total scores

on the cultural allegiance scale.

12. There is no significant difference between the French and the French dropout groups of the sample population when compared on the basis of their original motive for choosing French as a subject.

Overview of the Report

The first chapter has included a discussion of the need for the study, a statement of the problem and the purpose of the study, definitions of terms, the design of the study, delimitations, limitations and hypotheses. In chapter 2 the relevant literature will be reviewed. Chapter 3 will present details of the instrumentation, sampling and research procedures, and statistical methods used in the study. The results of the study will be presented and discussed in Chapter 4. The final chapter will include a summary of findings, implications for the teaching of modern languages and suggestions for further study.

CHAPTER 2

REVIEW OF THE LITERATURE

The literature on modern language instruction which has appeared during the past twenty years may be viewed under five main headings, namely: (1) the historical and philosophical foundations of modern language instruction; (2) the linguistic aspects of language at the level of phonology, morphology and syntax; (3) the psychological and physiological bases underlying the teaching and learning of a second language; (4) the methodology concerned with the presentation and acquisition of modern language structure in a learning situation; (5) the administration involved in the implementation of modern language instruction in schools and colleges; and (6) the evaluation of the teaching and/or learning of second languages, implicit, but generally unstated is: the presence of the learner. When his achievement is below a certain standard, then he vanishes from the literature on modern language instruction.

Searching the literature on modern language instruction for material directly related to dropouts from modern language classes is a disappointing task. However, a large number of studies relating to dropouts from school have appeared during the past decade. In addition a fair amount

of research was done during the same period of time on the effects of intelligence, attitudes and special aptitudes on success in second language study. Apparently the problem of the modern language dropout has only recently begun to draw attention in education circles and little that pertains directly to it has been published. Some studies dealing with the school dropout are relevant to the more specific problem of modern language dropouts.

The school dropout as he pertains to the modern language dropout. Coker (1968) found a definite difference between male and female with regard to persistence and non-persistence. He noted also that persistence was positively correlated with original commitment to study:

. . . persisting students seemed to anticipate the completion of the four years within any of the five institutions investigated as well as holding aspirations for graduate study. Male and female students who did not persist because of academic reasons appeared to anticipate their non-persistence . . . (1968:93).

Operation D.I.R.E., a report by the Education Service Bureau, Inc., of Arlington, Va., noted a correlation between "subject liked least" and "subject failed." The report also noted a difference in attitude to second language study based on sex. For girls, one percent of the group liked second language study least and one percent liked it most. For boys, none liked second language study most and five percent liked it least.

Factors which appear to affect enrollment and dropping out. Mueller and Leutenegger (1964) found a high dropout rate in an "intensified oral" approach to modern language teaching at the University of Wisconsin-Milwaukee. They describe the type of course as follows:

Reading was de-emphasized. The student had no chance to follow in his book or other printed materials during the T.V. lecture, during the conversational class, or in the laboratory. His lesson preparation at home, although following a book, was to be done orally. The printed word was considered a crutch which was apt to mislead the student and retard the automaticity of his response (1964: 91).

In attempting to explain the dropout rate in this course, they interviewed a number of their students and questioned them as to their previous experience of modern language learning. It appeared that most of the students had been introduced to the language being taught (French in this case) in a manner which was almost wholly visual in its modality and the authors express the opinion that the students were "preconditioned" against an audio-lingual course. In their conclusion they state:

It is likely that the emphasis on audio-lingual learning is a frustrating experience for the students especially since our culture seems to be becoming more and more visual minded (1964:93)

Dusel (1966) laments the very high dropout rate among U.S. modern language students after two years, or less, of study. He suggests six reasons: (1) teaching methods not consistent over several years; (2) teacher qualities; (3) difficulties in programming and time tabling; (4) unwise counseling; (5) change in student plans and (6) transfer to a school where the previously studied language is not

available.

Mueller and Harris (1966) report on their development and use a programmed audio-lingual language program (ALLP) with the terminal goal of: ". . . native-like pronunciation and facility in speaking the language equivalent to a seven-year-old." Attempting to improve on the previous efforts of Mueller and Leutenegger (1964), they encountered the same resistance to the exclusive use of the audio-lingual mode. They refer to the study of Sawyer et al. (1962) and appear to agree with one of its conclusions that students may benefit from training with a textbook before them during the first thirty hours of second language study. In their analysis of the reasons for students dropping out of the ALLP, it appeared that the student's aptitude had little or no bearing on dropping out of the course. That is, an equal percentage dropped out from the high aptitude as from the low aptitude range. The criterion used for aptitude was the results of the Modern Language Aptitude Test (MLAT).

Hoye (1966) reports on the effect on modern language enrollment of the implementation of a new flexible system of scheduling classes. Of his system he says:

The approaches used by the author at Ramsay and Folwell junior high schools in Minneapolis were designed not to achieve superior gains in pupil achievement but rather to allow students to explore more widely, to use more creatively the resources of the school, and to spare students the necessity of making choices between important subjects, e.g., science and foreign languages, just to satisfy the requirements of a rigid conventional schedule. The Ramsey and Folwell experiments showed dramatically how more flexible schedules can affect foreign language enrollments (1966:2).

The author reports that at one of the two schools (Folwell), modern language enrollment went from 61 to 270 over a period of a year. However, the author does not give the school enrollment over the same period of time.

Zeldner (1966) speaks from his experience at a New York City high school. Surprised at the large number of students seeking to drop out of modern language study after two or three years of study, he interviewed a number of parents and students. His findings were that the majority of students needed a credit for two or three years of study of a second language for their career plans and when this had been satisfied, they dropped the subject speedily, with their parents' approval in most cases. A confirmation of this attitude in U.S. students comes from Lambert (1961:137). "The results indicate that achievement in foreign language training is not a central goal for American students."

Bartley (1969) attempted to discover to what extent aptitude and attitude are two of the possible causes for students dropping modern language study after grade eight in a Palo Alto junior high school. She used the Modern Language Aptitude Test (MLAT) as her measure of aptitude and the Foreign Language Attitude Scale (FLAS) as her measure of attitude. She found that persisters were significantly higher in both aptitude (t significant at 0.001 level) and in attitude toward the language being studied (t significant at the 0.05 level) than the non-persisters. She concludes:

In light of the size and uniformity of the sample and only one administration of the measurement, it is evident that the results can only be generalized to a comparable sample. However, it is submitted that in all probability these factors are indeed playing a decisive role (1969:55).

Reinert (1970) reports that the biggest reason for dropping modern language study is the discontinuance of the college entrance requirement. Like Zeldner (1966) and Lambert (1961), he found that the majority of his students appeared to view language study with little favor:

Well over half of them indicated that college requirements--either for admission or graduation--influenced their original enrollment in foreign language classes. Furthermore, both by word and deed these students showed that once they had completed these requirements, they intended to have nothing more to do with foreign languages (1970: 107).

Some of the factors which appear to influence enrollment have been considered. Next the literature will be reviewed for factors which appear to influence success in modern language study.

Factors which appear to affect success in modern language study. Jones (1950) reports that there is a statistically significant sex difference in his results (correlation significant at the 0.01 level). Girls show a more favorable attitude toward language study than boys. He also found that the attitude of the student toward the target language (Welsh in this case) has an increasingly important effect on the student's achievement. In other words, attitude and achievement were more highly correlated after two years of study than after one year. Correlation was significant at the 0.01 level in the third year.

Lambert (1961) found that a factor analysis of student achievement in language study indicated that "aptitude and intelligence formed a factor which was independent of a second comprising indices of motivation, types of orientation toward language and social attitudes toward French-Canadians" (p. 3). Lambert's studies have led increasingly toward the formulation of a "social psychology of bilingualism" which lays great stress on the role of attitudinal factors in language study. Lambert (1961) puts it this way:

This theory, in brief, holds that an individual successfully acquiring a second language gradually adopts various aspects of behaviour which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies and his attitudes toward the other group are believed to determine his success in learning the new language. His motivation to learn is thought to be determined by his attitudes and by his orientation toward learning a second language (p. 114).

Von Wittich (1962), Pimsleur (1964), and Gardner and Lambert (1965), all agreed that general pupil intelligence correlates poorly with achievement in modern language study. Von Wittich and Pimsleur both find that total grade point average (GPA) is one of the best predictors of success in modern language study. They also found English grade point marks to be an intermediate correlator: not as good as total GPA but better than intelligence; Pimsleur says (p.122): "English grades and I.Q. are less effective than GPA in predicting FL success. A combination of these predictors is likely even better."

Carroll (1963) in speaking of the findings of Gardner and Lambert, says:

These writers stress, therefore, that the student's attitude toward language study and toward the speakers of the language he is studying can have profound influences over and above those of aptitude (1963:1090).

In the same work Carroll reports that a "high proportion" of students attain a level of achievement on the Modern Language Aptitude Test (MLAT) high enough to forecast success in foreign language study "in academic settings" (p. 1089). He also reports that girls tend to achieve higher on the test (MLAT) and also tend to get higher marks in schools (p. 1091).

Feenstra (1967) found eight interpretable factors which had a bearing upon success in second language study. These were: (1) a language aptitude factor as defined by a test of modern language aptitude; (2) an English language factor which was interpreted as meaning that skills learned while mastering a first language transfer to a second language learning situation; (3) a factor of "studentship" as defined by the student's study habits; (4) a complex of motivational variables which was labelled 'student motivation to learn French' and was dependent upon the student's attitude toward French-speaking people; (5) a parental attitude factor which indicated that parents with positive attitudes toward French-speaking peoples encouraged their children to study French; (6) a factor which was labelled 'student ethnocentrism' and indicated that negative feelings toward a linguistic group hindered acquisition of the language; (7) a parent ethnocentrism factor which indicated that a direct relationship existed between parent's ethnocentric attitudes

and the students' ethnocentric attitudes; (8) a factor which indicated a difference between the sexes and was labelled a 'sex difference' factor.

A number of factors which appear to influence success in modern language study have been considered. In the next section there will be reviewed three reports which apparently come under none of the headings previously listed and yet which appear to bear upon the central problem of the modern language dropout.

Reports pertaining to the present study but in a less direct manner than those previously cited. Smith (1969) reported a rather interesting finding of the Pennsylvania Project. He collected data on teacher subject matter competency using the Modern Language Association Foreign Language Proficiency Tests for Teachers and Advances Students as his criterion of teacher knowledge of subject matter. Using the Modern Language Association Classroom Cooperative Tests and the 1939-41 Cooperative French and German Tests as criterion of student achievement, he looked for a correlation between teacher competency and student achievement. His findings are as follows:

Date from the two foreign languages under study support previously cited research on the lack of significant relationships between teacher content matter knowledge and student achievement (1969:206).

Strasheim (1970) gives three factors which, she feels, bear upon the problem of lessening modern language enrollments. They are: (1) the disappearance of the college

language requirement; (2) the "now" student with his frequent expressed need to "communicate" and (3) the concept that a modern language is one option for the student to control his environment, out of many other options. She feels that in spite of many changes in methodology, the philosophical basis of modern language teaching has changed but little, if any: "the ultimate (and usually unstated) goal of modern language education in the secondary school has remained the preparation of the student to meet college requirements through all the objective priority changes of the past decade and a half" (1970:88-89).

McConnell (1971) appears to agree with Strasheim about the "now" student. He emphasizes the pragmatism of contemporary students who will not accept a promise of future relevance:

The vast majority of students will take those subjects they find the most interesting at any given time, providing of course these same subjects lead to a graduation diploma. Delayed gratification is alien to them; they will not be convinced by the argument that when they take their Ph.D. in applied physics, the grade 10 German course may help them decipher some obscure, untranslated thesis (1971:65).

Summary

We have reviewed the literature on the modern language dropout under the four headings: (1) The school dropout as he pertains to the modern language dropout; (2) factors which appear to affect enrollment and dropping out; (3) factors which appear to affect success in modern language study; and (4) works which pertain to the present study but

in a less direct manner than those previously cited. The following factors appear to have an effect upon either enrollment or success in modern language study: (1) sex of student; (2) attitude of student toward the language to be studied or its parent culture; (3) choice and arrangement of material to be studied; (4) relevance to career plans of the language to be studied; (5) the physical availability of the language due to timetabling; and (6) special student aptitude for the study of modern language.

The following have been suggested as predictors of success in modern language study: (1) responses to student questionnaires; (2) various measures of student attitude; (3) student English grade point marks; (4) Student grade point average of several subjects and generally excluding English marks if these have been already used for a predictor; (f) some measure of student aptitude in the study of modern language; (6) some measure of student I.Q.; (7) some measures of parental attitude toward the language or the culture being studied, or both.

It is felt that some mention should be made of the special status of the study of Feenstra (1967) in relation to the present study. Some reasons for this status are: (1) it is a wholly Canadian study. This distinction is not made from any motives of chauvinism but simply to point out that if differences do exist between students in Canada and in other countries, then it is desirable to be able to make comparisons with a Canadian study; (2) it is the most recent

major study of this type known to the investigator; (3) it appears to be the closest in design and method to the present study of any published in Canada within the last ten years. In recognizing these qualities, we must also recognize that it is different from the present study in the following ways: (1) it deals with a different age level; (2) Feenstra is seeking a relationship between certain predictor variables and the degree of success of the subjects in language study which they are already taking. In Feenstra's study, the subjects are all members of one group, while in the present study, the subjects may be members of any one of three groups, and the predictors are used in an attempt to assign membership. This poses certain conceptual problems which are reflected in the mathematical treatment of the data. For further details of this, see "Treatment of the Data,"

CHAPTER 3

DESIGN AND PROCEDURES

The problem being studied is whether there are, in some areas, significant group differences between students at the grade nine level who have never studied French, those who are persisting in the study of French, and those who have studied French in the past but are no longer doing so.

THE SAMPLE

In order to test the hypotheses it was necessary to locate a sample of grade nine students large enough to contain a significant number of students in each of the categories listed above.

Ten junior high schools in the Edmonton Public School System were selected out of the thirty-eight in which French is taught at the grade nine level. Permission having been granted by the Edmonton Public School Board to conduct the study in these schools, the principals were contacted and the following arrangements made: (1) a block of time not to exceed eighty minutes was allocated for the administration of the testing instrument; (2) all the grade nine students in the school were to be tested at the same time; and (3) the teachers who would be normally teaching the students would be requested to assist in the administration of the testing instrument. A schedule was made up and each of the ten schools

visited within a period of less than two weeks. It was ascertained at this time that the largest school to be tested had slightly over 200 students in grade nine, while the smallest had slightly under forty. It was assumed that the schools, being randomly selected, were a cross section of junior high schools in the Edmonton Public School System.

During the testing period, the investigator visited every room in which students were being tested and explained to them, without recourse to technical terms and concepts, the purpose of the research and the rationale for the various routines in the testing procedure. It was felt that by doing this, the cooperation of the respondents would be maximized.

INSTRUMENTATION

1. The questionnaire consisted of 67 items of which 13 were on personal data and 54 were from the five scales mentioned below. In addition special notation was provided for the respondent's name, sex, and age in months. The complete questionnaire is given in Appendix A.

2. Several measures of student attitude were considered necessary and the following attitude and psychological scales were included in the instrument: (1) a foreign language attitude scale taken from Jakobovits (1970) who credits it to Lambert; (2) a French attitude scale developed by Lambert (1961); (3) an anomie scale adapted by Lambert (1963) from the original by Srole; (4) an ethnocentrism scale adapted by

Lambert from the original by Levinson (1950). The adaptations are such as to render it more relevant to teenage respondents; (5) a scale of cultural allegiance. This is taken from Jakobovits (1970) who attributes it to Lambert.

A classification of questionnaire items according to subgroupings is provided in Table 1.

Notice that the items from four of the scales were randomly dispersed among questions 21 to 67. This was done to discourage the formation of any response set on the part of the subjects. Items from the remaining scale were not included in the dispersal because of the different response required. It was felt that the danger of response set was not great with the seven items of this scale coming directly after the biographical data and could be ignored.

The instrument will be discussed in detail in the following sections.

Foreign Language Attitude Scale

The Foreign Language Attitude Scale which is presented in Jakobovits (1970: 276-278) and is attributed by him to Lambert, consists of seven statements dealing with the learning of foreign languages in general. Each statement may be either negative or affirmative and the subjects were asked to indicate their agreement or disagreement on a five-point scale ranging from strong agreement to strong disagreement. The five-point scale is variously worded and variously ordered in the seven statements to discourage the formation of response

TABLE 1
CLASSIFICATION OF QUESTIONNAIRE ITEMS
ACCORDING TO SUBGROUPINGS

	Item number
Personal Data	1-13 inclusive, also special notation provided for name, age and sex
Foreign Language Attitude Scale	14-20 inclusive
French Attitude Scale	23, 24, 25, 26, 29, 30, 33, 36, 38, 42, 43, 44, 45, 46, 48, 49, 52, 53, 55, 64
Anomie Scale	31, 35, 47, 50, 51, 54, 56, 58, 63, 65, 67
Ethnocentrism Scale	32, 37, 39, 40, 41, 57, 62
Cultural Allegiance	21, 22, 27, 28, 34, 59, 60, 61, 66

set. No provision is made for a "no opinion" or "undecided" answer though some of the intermediate responses are very nearly neutral in meaning.

The scoring of the Foreign Language Attitude Scale is so weighted that a high score indicates a favourable attitude toward the learning of a language other than English. Responses are weighted 0,1,2,3,4, for the progression from disagreement to agreement with a positively worded statement, and 4,3,2,1,0, for the same progression from disagreement to agreement with a negatively worded statement. Maximum value for the scale was 28 while the minimum value was 0.

A check on the validity of the Foreign Language Attitude test was made by comparing the mean scores of the students in the F group with the mean scores of the students in the NF and FDO groups. It might be expected that students persisting in the study of French would register higher on the scale than the members of the other two groups. Table 2 shows the means and variances of the three groups. A one-way analysis of variance showed a significant difference among group means ($F=49.6$, $df=2,983$, $p < 0.001$). The French persisters have a significantly more favorable attitude than the other two groups. On this basis the validity of the scale would appear to be supported.

TABLE 2

MEANS, VARIANCES AND ANALYSIS OF VARIANCE:
 FOREIGN LANGUAGE ATTITUDE SCALE SCORES
 FOR NON-FRENCH, FRENCH PERSISTERS,
 AND FRENCH DROPOUTS

Group	\bar{X}	Variance	(N)
Non-French	14.1	21.2	192
French Persister	17.1	20.8	341
French Dropout	14.1	19.5	453
Total	15.2	22.3	986

One-way ANOVA					
Source	SS	MS	DF	F	p
Groups	2012.9	1006.4	2	49.6	<0.001
Error	19948.4	20.3	983		
Homogeneity of variance					
				$\chi^2 = 0.70$	Probability = 0.70

FRENCH ATTITUDE SCALE

The French Attitude Scale developed by Lambert et al. (1961) and presented in Jakobovits (1970: 263-264) consists of twenty positively-worded statements about French-speaking people. The original scale is presented in Appendix C. The wording of six of the statements was changed slightly to remove ambiguity or to adapt the item to local conditions. For example, items 26, 33, and 55 as originally worded carry an implication that French-speaking people are not really Canadians. Item 55 was worded as follows: "Canadians should make a greater effort to meet more French-speaking people." (Jakobovits, 1970: 263). This was changed to "English-speaking Canadians should make a greater effort to meet more French-speaking people." Item 33 was changed to : "It is wrong to try to force the French-speaking person to become completely Anglicized (like the English) in his habits." Item 26 was changed to: "The French-speaking people show great understanding in the way they adjust to the Anglo-Canadian way of life."

Item 24 originally was worded: "The French people in this country have made a great contribution to the richness of our society." This was changed by the addition of "speaking" after the word "French" to give: "The French-speaking people in this country have made a great contribution to the richness of our society." Item 45 was changed from: "Canadian children can learn much of value by

associating with French-speaking playmates." to "English-speaking children can learn much of value by associating with French-speaking playmates." The rationale behind these changes was to emphasize the language contrast and de-emphasize any nationalistic basis of contrast. As far as possible, the contrast was intended to be between Canadians who speak French and Canadians who speak English.

In Jakobovits (1970: 264) item 18 is written "London would be a much better city if more French-speaking people would move here." This was changed to "Edmonton would be a much better city if more French-speaking people would move here to live." The first change was mandatory since the scale was to be administered in Edmonton while it was felt that the addition of words "to live" rendered the entire statement somewhat clearer in meaning.

The subjects were asked to indicate their degree of agreement or disagreement on a six-point scale ranging from strong agreement to strong disagreement. No provision was made for a "neutral" or "undecided" response since it was felt that some subjects who held unfavorable attitudes might wish to conceal them.

The scoring of the items on the French Attitude Scale was weighted so that a high score indicated a favorable attitude toward French-speaking people. Positive responses were weighted 5, 6, or 7 points depending on the degree of agreement. Negative responses were weighted 1, 2, or 3 points depending on the degree of disagreement. The maximum score

for the entire scale was 140 points while the minimum score was 20.

A check on the validity of the French Attitude Scale was made by comparing the mean score of the students in the F group with the mean scores of the students in the NF and FDO groups. It might be expected that students persisting in the study of French would register higher on the scale than the members of the other groups if indeed the scale measures favourable attitudes toward French-speaking people. A one-way analysis of variance revealed a significant difference among groups ($F=14.85$, $df=2,983$, $p<0.001$). See Table 3. The scale appears to differentiate between students taking French and those not taking French. As expected, the French persisters had a significantly more favorable attitude toward French-speaking people. On this basis the validity of the scale would appear to be supported.

Anomie Scale

The Anomie Scale used here is taken from the original by Srole as modified by Lambert (1961) and presented in Jakobovits (1970: 264-265). It consists of eleven variously worded statements all expressing some dissatisfaction with society or the role of the individual in it. Jakobovits says (1970: 264).

TABLE 3

MEANS, VARIANCES, AND ANALYSIS OF VARIANCE: FRENCH ATTITUDE
SCALE SCORES OF NON-FRENCH, FRENCH PERSISTERS
AND FRENCH DROPOUTS

Group	\bar{X}	Variance	(N)
Non-French	75.9	393.5	192
French Persister	83.2	399.8	341
French Dropout	75.8	409.1	453
Total	78.4	413.8	986

One-way ANOVA

Source	SS	MS	DF	F	p
Groups	11966	5983	2	14.85	<0.001
Error	396018	402.9	983		

Homogeneity of variance

$$\chi^2 = 0.12$$

$$\text{Probability} = 0.94$$

The successful development of communicative skills in a second language often involves a prior tendency to "identify" with people who are native representatives of the foreign culture. Such an identification process appears to facilitate the acquisition of communicative skills, but at the same time it can create feelings of dissatisfaction with one's own culture and "way of doing things." These feelings of dissatisfaction are referred to as "anomie."

The scale as quoted by Jakobovits is given in Appendix D and this is the form which was used without alteration in the present study. Marking was as in the French Attitude scale with the exception that two of the statements are differently worded from the others. Students were asked to indicate their agreement or disagreement on a six-point scale ranging from strong agreement to strong disagreement. As in the French Attitude Scale there is no "undecided" or "neutral" category to prevent as far as possible the concealment of negative feelings.

The scale is so weighted that a high score indicates a high degree of anomie. With the exception of items 51 and 67, positive responses are weighted 5, 6, or 7 points depending on the degree of agreement while negative responses are weighted 3, 2, or 1 depending on the degree of disagreement. Items 51 and 67 are reversed in that positive responses are weighted 3, 2, and 1 depending on the degree of agreement while negative responses are weighted 5, 6, and 7 depending on the degree of disagreement. The maximum score for the scale was 77 points and the minimum was 7.

A check on the validity of the Anomie Scale was made by comparing the mean scores of the students in the F group

with the mean scores of the students in the NF and FDO groups. If the scale has construct validity, it might be expected that French students would have a higher degree of Anomie than non-French or French dropout students. Table 4 presents the means, variances and analysis of variance results for the three groups. There was no significant difference among the means ($F=0.57$, $df=2,983$, $P = 0.57$).

Ethnocentrism Scale

The Ethnocentrism Scale consists of seven items taken from the original Ethnocentrism Scale of Adorno et al. (1950) and is presented in Jakobovits (1970: 266-267). The seven items presented by Jakobovits (1970) are given in Appendix E. These seven items were changed as follows for the present study: Item 2 was changed to "With modern transportation bringing countries closer and closer together, Canada must be sure that she loses none of her independence and complete power as a sovereign nation." Item 7 was changed to "The best guarantee of our national security is for Canada to have atomic weapons." The reason for both changes was that it was felt that the new wording was more relevant to contemporary students.

The Ethnocentrism Scale purports to measure rejection of outgroups in general. As with the French Attitude Scale, subjects indicate their degree of agreement or disagreement with each item on a six-point scale. The maximum score is 49 and the minimum is 7.

TABLE 4

MEANS, VARIANCES AND ANALYSIS OF VARIANCE: ANOMIE
SCALE SCORES FOR NON-FRENCH, FRENCH PERSISTERS
AND FRENCH DROPOUTS

Group	\bar{X}	Variance	(N)
Non-French	44.0	89.7	192
French Persister	44.7	74.5	341
French Dropout	44.0	94.5	453
Total	44.3	86.5	986

One-way ANOVA					
Source	SS	MS	DF	F	p
Groups	99	49.5	2	0.57	0.57
Error	85163	86.6	983		

Homogeneity of variance

$\chi^2 = 5.58$ Probability = 0.06

Shaw and Wright (1967: 403) state that the validity of the scale has been questioned for two reasons. One is the attempt to measure such a broadly conceived construct as ethnocentrism as it was defined by the authors. The second reason is that all of the items are stated negatively and there is the danger of response act. In the present study the seven items from the ethnocentrism scale are randomly distributed among the items from the other four scales.

Shaw and Wright (1967: 403) report a reliability coefficient of 0.79 for the entire scale. It is possible that the reliability coefficient for a number of selected items from the whole scale could differ considerably.

Cultural Allegiance Scale

The Cultural Allegiance Scale is adapted from Lambert (1961) and is presented in Jakobovits (1970: 267). The original scale from Jakobovits (1970) is given in Appendix F. It consists of nine items of which no less than seven have been reworded since they carried to a greater or lesser extent the implication that French-speaking people are not Canadians. The rationale for the rewording was to ensure, as far as possible, that the contrast was between English-speaking and French-speaking Canadians.

The marking and scoring of this scale is the same as for the French Attitude Scale. The scoring is weighted so that a high score indicates a strong allegiance to the parent culture. The maximum score possible is 63 and the minimum

is 9.

A check on the validity of the Cultural Allegiance Scale was made by comparing the mean scores of the students in the F group with the mean scores of the students in the NF and FDO groups. It might be expected that students persisting in the study of another language and culture would have differing mean scores on this scale from students who are not so engaged.

Table 5 presents the means variances and analysis of variance for the three groups. The means of the three groups differ significantly on this scale ($F=15.37$, $df=2,983$ $p<0.001$). However, due to lack of homogeneity of variance, the above results should be interpreted with caution.

Personal Data

The student data for age, sex, personal history, and attitude scale scores were collected on optically scored answer sheets.

In addition to the data furnished by the questionnaire, further data on the sample were provided by the results of the standardized tests administered by the Alberta Department of Education in April of each year and written by all students at the grade nine level in the Edmonton Public School System. A copy of the results of the 1972 administration of these tests was made available and it contained the following test results for each student: a percentile mark for reading, language arts, social studies, mathematics, and science. In

TABLE 5

MEANS, VARIANCES, AND ANALYSIS OF VARIANCE: CULTURAL
ALLEGIANCE SCALE SCORES FOR NON-FRENCH, FRENCH
PERSISTERS AND FRENCH DROPOUTS

Group	X	Variance	(N)
Non-French	40.6	89.0	192
French Persisters	44.2	69.8	341
French Dropouts	40.8	96.1	453
Total	41.9	87.9	986

One-way ANOVA					
Source	SS	MS	DF	F	p
Groups	2630	1315	2	15.37	<0.001
Error	84083	85.5	983		

Homogeneity of variance

$\chi^2 = 10.0$ Probability = 0.007

addition the copy contained the percentile results of the S.C.A.T. (level 3) and the raw scores of both the verbal and quantitative scales of the S.C.A.T.

The first three spaces on the answer sheet were reserved for the student's age in months. Questions number 1 to number 13 (see appendix A) deal with the students' contact with the French language. These include the criterion which establishes the three categories of non-French (NF), French persister (F), and French dropout (FDO), student perception of parental attitude toward the importance of studying French, and original reason for taking French in school.

DATA COLLECTION

The instrument was administered in the ten schools between April 12 and April 21, 1972. Every effort was made to ensure that the identical procedure was followed in every school.

TABULATION OF DATA

Upon completion of the data collection, the answer sheets were scored using the optical scanner of the University of Alberta and the results transferred to IBM cards. The results of the Departmental examinations were also transferred to IBM cards. Using the student I.D. number as an identifier, these cards were matched so that each student was represented

by two cards each bearing different data. During the process of matching the cards, a number of students were rejected when it was found that there were no departmental results for them or their names were on the departmental lists but they had not been present for the administration of the testing instrument. Next the 54 raw data items comprising the five scales of the instrument were summed by computer and this resulted in a saving of space on the IBM card which made it possible to put all of the student data relevant to each individual on one card. Thus from an original total of approximately 1100 student respondents, the net result was 986 IBM cards bearing all the collected data and each identified by an I.D. number.

STATISTICAL TREATMENT OF THE DATA

Theoretical Rationale

In the studies conducted thus far on the relationship between success in foreign language study and certain aptitudes and attitudes of the learner, the statistical approach has been to employ analysis of variance and multiple regression techniques. Examples are Gardner (1965), Pimsleur (1964) and Feenstra (1967). In the studies cited, the criterion has been achievement in foreign language study while the predictors have been various scores on aptitude, attitude and achievement tests. The scores of both criterion and predictor variables have been continuous at least within a certain range of values. The present study poses certain

problems in this respect in that the criterion variable is discrete and can have only one of three values; i.e., the membership in one of three groups.

Fisher (1936) was the first to suggest the discriminate analysis as the technique needed for such cases. Travers (1939) used it to distinguish successful engineers from successful air pilots using six test scores as his predictors. Garret (1943) further demonstrated the technique using only three predictors. These early researchers were still limited to two groups and it was only in 1950 that the method was expanded to be used with more than two groups. Tiedeman and Steinberg (1951) and Tiedeman, Bryan, and Rulon (1953) investigated the difference between the regression analysis and discriminant analysis and showed the possibility of misclassification in the former when applied to assigning membership to groups. Further work showing the utility of discriminant analysis has been carried out by Stinson (1958) and Dunn (1959). Tiedeman (1951) pointed out that discriminant analysis is not a replacement for regression analysis but that the two techniques are useful for entirely different types of problems. Cooley and Lohnes put it most succinctly (1962: 140).

The basic difference is that discriminant analysis, and the resulting contours and probabilities of group membership, are designed to answer the question, "What group am I most like?" Multiple-regression analysis, on the other hand, is concerned with the question, "In what group would I perform the best?"

Since the present study is concerned with the problem of membership in one or the other of three groups rather than how well an individual will perform on a given measure which is continuous in nature or can be treated as such, it was decided that discriminant analysis appeared to be the technique which would yield the best and most accurate picture of the relationship between the criterion and predictor variables.

Treatment of the Data

Existing computer programs from the Division of Educational Research Services (DERS) at the University of Alberta were used in the analysis of the data. Programs used were as follows:

1. A one-way analysis of variance (fixed effects model), which is listed in the DERS catalogue as ANOV 15, was used to determine the means, variances, and standard deviations of all variables which were not nominal or ordinal in nature. This program also yielded a chi-square test for homogeneity of variance among the NF, F, and FDO groups, as well as a test for the significance of differences between group means.

2. A chi-square contingency program, which is listed in the DERS catalogue as NONP 02, was used to determine the significance of differences of responses for the three groups when the response constituted a discrete variable (either nominal or ordinal).

3. A discriminant analysis procedure listed in the DERS catalogue as MULV 10 was used. In the case of a functional relationship with a number of variables, this program will determine the weights of the linear composite of the variables which will maximally discriminate among the groups. It was used to determine the relative importance of each of the predictor variables in assigning membership to one or the other of the three groups.

4. A common dispersion multiple discriminant analysis which uses both the conditional and Bayesian probabilities of group membership, listed in the DERS catalogue as MULV 11, was used. Using a pre-set proportion of group membership which follows the known membership in the three groups, it assigns membership on the basis of the predictor function. This was used to assess the accuracy of the predictor function.

CHAPTER 4

RESULTS AND DISCUSSION

The purpose of the study was to determine what factors differentiate between students who have never taken French in school, those who persist in their study of French in school, and those who began to study French in school but dropped it at some time previous to the investigation. This purpose presupposes that the three groups do differ in some manner other than the criterion.

The achieved value of p (< 0.001) warrants rejection of the general null hypothesis, stated in Chapter 1, that the three groups will not differ other than in the fact of the criterion. The twelve specific null hypotheses stated in Chapter 1 will now be considered consecutively.

Table 6 shows the values of Wilks' lambda criterion for three different discriminant analyses performed on the sample data. Lambda (which ranges in value from 0 to 1) is considered to be a good indicator of how well a function discriminates into discrete categories. The values achieved here, namely 0.75, 0.76 and 0.78, are quite high and indicate a high degree of efficiency in discrimination.

The three discriminant analyses were each performed somewhat differently in an attempt to achieve maximal discrimination. The first two analyses were carried out using the three groups of NF, F, and FDO students but with

TABLE 6

VALUES OF WILKS' LAMBDA, F RATIO APPROXIMATION, AND
SIGNIFICANCE: THREE DISCRIMINANT ANALYSES USING
2 OR 3 GROUPS AND 12 OR 14 VARIABLES

Source	Lambda	F	p
(1) 3 groups and 14 variables	0.75	10.5	< 0.001
(2) 3 groups and 12 variables	0.76	11.8	< 0.001
(3) 2 groups and 12 variables	0.78	22.9	< 0.001

Variables

- | | |
|--|--------------------------------------|
| 1. Age in months. | 8. Language Arts |
| 2. French attitude scale
score. | 9. Social Studies |
| 3. Anomie scale score. | 10. Mathematics |
| 4. Ethnocentrism scale
score. | 11. Science |
| 5. Cultural allegiance
scale score. | 12. S.C.A.T. percentile score. |
| 6. Foreign language attitude
scale score. | 13. S.C.A.T. verbal score. |
| 7. Reading. | 14. S.C.A.T. Quantitatives
score. |

NOTE: In the second and third analysis, the number of variables was reduced by summing variables #9, #10 and #11 (above) and using the resultant sum as one variable.

two different numbers of variables, namely, 14 or 12. Table 6 gives the variables used and indicates how the number was reduced from 14 to 12. The third analysis was performed using 12 variables but only two groups. The reduction in groups was achieved by combining the NF and FDO groups into one and comparing it with the F group. Note that each successive analysis results in a different value of lambda but in each case the significance is at the 0.001 level or higher. This probability was estimated by using the F ratio approximation (Cooley, 1962:61). Since any of the given values of lambda can be considered high and since there could be a loss of information with any further reduction of groups or variables, it was decided not to apply the procedure further.

Hypothesis 1

There is no significant difference between the non-French, French and French dropout groups in the sample population when compared on the basis of age.

Table 7 presents the means and variances of the ages of the NF, F and FDO groups as well as the results of a one-way analysis of variance performed on these data. Note that the assumption of homogeneity of variance is violated making the use of this procedure inappropriate. Nevertheless, the value of p of 0.99 gives us no reason for assuming that any differences in mean age among groups are not due simply to chance.

TABLE 7

MEANS, VARIANCES, AND ANALYSIS OF VARIANCE:
AGE IN MONTHS OF NON-FRENCH, FRENCH
PERSISTERS AND FRENCH DROPOUTS

Groups	\bar{X}	Variance	(N)
Non-French	174.6	871.9	192
French Persister	174.8	300.2	341
French Dropout	174.9	1199.8	453
Total	174.8	822.4	986

One-way ANOVA					
Source	SS	MS	DF	F	p
Groups	16.0	8.00	2	0.01	0.99
Error	810912	824.94	983		

Homogeneity of variance

$\chi^2 = 163.5$, probability = < 0.001

Although the differences in age are likely not significant, a pattern is apparent in the variance column. Note that the F group has the smallest variance while the FDO group has the largest. The NF group has an intermediate variance which is very nearly that of the total sample. It would appear that the F group has a much narrower age variation than either of the two other groups. What significance this may have for modern language teaching is, as yet, not clear.

Hypothesis 2

There is no significant difference among the non-French, French and French dropout groups in the sample population when compared on the basis of sex.

Table 8 shows the breakdown into male and female for the three groups of NF, F, and FDO students and the results of a chi-square contingency test. The significant χ^2 appears to confirm the findings of Coker (1968) and the Educational Service Bureau (1966) that the F group is female dominated and the FDO group is male dominated, both to a significantly high degree. Hypothesis 2 may therefore be rejected.

Hypothesis 3

There is no significant difference between the non-French, French and French dropout groups in the sample population when compared on the basis of their scores on the S.C.A.T., level 3.

Table 9 shows the means and variances for the three

TABLE 8

BREAKDOWN OF NON-FRENCH, FRENCH PERSISTER, AND FRENCH DROPOUT
GROUPS ON BASIS OF MALE AND FEMALE IN EACH WITH VALUE
OF CHI-SQUARE FOR THE MATRIX AND SIGNIFICANCE

Group	Male	Female	Total
Non-French	96	96	192
French Persister	128	213	341
French Dropout	259	194	453
Total	483	503	986

$$\chi^2 = 30.1$$

$$p < 0.001$$

TABLE 9

MEANS, AND VARIANCES: S.C.A.T. PERCENTILE, VERBAL AND
QUANTITATIVE SCORES FOR NON-FRENCH, FRENCH
PERSISTERS AND FRENCH DROPOUTS

S.C.A.T. PERCENTILE			
Group	\bar{X}	Variance	(N)
Non-French	44.3	733.6	192
French Persister	72.5	600.0	341
French Dropout	53.6	757.9	453
Total	58.3	815.0	986
S.C.A.T. VERBAL			
Group	\bar{X}	Variance	(N)
Non-French	35.3	111.1	192
French Persister	45.3	116.1	341
French Dropout	38.6	114.9	453
Total	40.3	128.9	986
S.C.A.T. QUANTITATIVE			
Group	\bar{X}	Variance	(N)
Non-French	24.9	70.1	192
French Persister	32.9	74.1	341
French Dropout	27.1	82.5	453
Total	28.5	85.4	986

S.C.A.T. scale scores for the three groups. Table 10 shows the results of one-way analyses of variance performed on the scores for the three groups. Note that in each case there is a significant difference among groups ($p < 0.001$ in each case). On the basis of the above, hypothesis 3 may be rejected.

Hypothesis 4

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the Alberta Departmental English examinations.

Table 11 shows the means and variances for the Reading and Language Arts divisions of the Alberta Departmental examinations for the NF, F, and FDO groups. It also presents the results of a one-way analysis of variance carried out on these data which shows the means to be significantly different ($F=77.05$, $df=2$, 983, $p < 0.001$ for Reading and $F = 101.08$, $df=2$, 983, $p < 0.001$ for Language Arts) for the three groups. On this basis, hypothesis 4 may be rejected.

Hypothesis 5

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their total scores on the social studies, mathematics and science parts of the Alberta Departmental examinations.

Table 12 shows the means and variances for the NF, F, and FDO groups of the sample on their total scores for Social Studies, Mathematics and Science. It also presents the

TABLE 10

ONE-WAY ANOVA: ANALYSES OF VARIANCE OF S.C.A.T.
 SCORES FOR NON-FRENCH, FRENCH PERSISTERS
 AND FRENCH DROPOUTS

S.C.A.T. Percentile Scores

Source	SS	MS	DF	F	p
Groups	116916	58458	2	83.68	< 0.001
Error	686680	698.6	983		
Homogeneity of variance				$\chi^2 = 5.50$	Probability = 0.064

S.C.A.T. Verbal Scores

Source	SS	MS	DF	F	p
Group	14479	7239.5	2	63.18	< 0.001
Error	112634	114.6	983		
Homogeneity of variance				$\chi^2 = 0.12$	Probability = 0.94

S.C.A.T. Quantitative Scores

Source	SS	MS	DF	F	p
Groups	8285.13	4142.56	2	53.67	< 0.001
Error	75874.44	77.19	983		
Homogeneity of variance				$\chi^2 = 2.18$	Probability = 0.34

TABLE 11

MEANS, VARIANCES, AND ANALYSES OF VARIANCE: READING AND
LANGUAGE ARTS SCORES ON ALBERTA DEPARTMENTAL
EXAMINATIONS FOR NON-FRENCH, FRENCH
PERSISTERS AND FRENCH DROPOUTS

Departmental Reading					
Group	\bar{X}	Variance		(N)	
Non-French	47.6	681.6		192	
French Persister	74.3	598.1		341	
French Dropout	56.6	730.2		453	
Total	61.0	778.5		986	
One-way ANOVA (Reading)					
Source	SS	MS	DF	F	p
Groups	104033	52016.5	2	77.05	<0.001
Error	663612	675.1	983		
Homogeneity of variance			$\chi^2 = 3.83$	Probability = 0.15	
Departmental Language Arts					
Groups	\bar{X}	Variance		(N)	
Non-French	41.8	674.0		192	
French Persister	71.5	617.5		341	
French Dropout	50.1	712.1		453	
Total	55.9	807.7		986	
One-way ANOVA (Language Arts)					
Source	SS	MS	DF	F	p
Groups	135853	67926.5	2	101.08	<0.001
Error	660564	671.9	983		
Homogeneity of variance			$\chi^2 = 1.95$	probability = 0.38	

TABLE 12

MEANS, VARIANCES, AND ANALYSIS OF VARIANCE: TOTAL MEAN
 SCORES FOR SOCIAL STUDIES, MATHEMATICS AND SCIENCE
 COMBINED, FOR NON-FRENCH, FRENCH PERSISTERS
 AND FRENCH DROPOUTS

Group	\bar{X}	Variance	(N)
Non-French	125.5	5316.7	192
French Persister	204.8	4655.4	341
French Dropout	152.9	5728.9	453
Total	165.5	6178.7	986

One-way ANOVA					
Source	SS	MS	DF	F	p
Groups	904416	452208	2	85.69	<0.001
Error	5187776	5277.5	983		

Homogeneity of variance

$\chi^2 = 4.13$, Probability = 0.12

results of a one-way analysis of variance performed on the data which shows that the group means are significantly different ($F=85.69$, $df=2,983$, $p<0.001$). On this basis it appears that hypothesis 5 may be rejected. These results would appear to relate to the findings of Von Wittich (1962) and Pimsleur (1964) who find that grade point average is a good predictor of success in foreign language study. It appears from the present results that such an average can also discriminate among non-takers, persisters and dropouts in the study of French.

Hypothesis 6

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their perception of their parents' attitude toward the importance of studying French.

Table 13 shows the breakdown of responses to item 9 of the questionnaire which was seeking a categorization of perceived parental attitude into positive, neutral and negative with respect to the importance of studying French. The χ^2 computed for the resulting 3 x 3 contingency table is significant at the 0.001 level. On this basis we may reject hypothesis 6. Note that the largest segment of the F group perceives parental attitude as positive, a lesser segment perceives it as neutral and the smallest segment perceives it as negative toward the study of French. The NF and FDO groups display the reverse trend in that the largest segment of both groups perceives parental attitude as negative and

TABLE 13

BREAKDOWN OF ITEM 9 OF QUESTIONNAIRE (HOW DO YOUR PARENTS
FEEL ABOUT THE IMPORTANCE OF STUDYING FRENCH?)
FOR THE NF, F, AND FDO GROUPS
OF THE SAMPLE POPULATION

Response	NF	F	FDO	TOTAL
(a) They feel it's important....	46	178	118	342
(b) ... no more important	60	110	147	317
(c) ... not very important	76	45	166	287
Total responding	182	333	431	946
$\chi^2 = 91.18$ Significance: < 0.001				

the smallest segment perceives it as positive.

Hypothesis 7

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the Foreign Language Attitude Scale.

It has been previously noted (pp. 29-30) that the mean scores on this scale are significantly different for the three groups of non-French, French persisters and French dropouts ($F=49.6$, $df=2,983$, $p < 0.001$). On this basis we may reject hypothesis 7.

Hypothesis 8

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the French Attitude Scale.

It has been previously noted (see pp 32-34) that the mean scores on this scale are significantly different for the three groups, consequently hypothesis 8 is rejected.

Hypothesis 9

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the Anomie Scale.

In the section of discussion of this scale (see pp. 33, 35-37), it was noted that the mean scores on this scale for the three groups were not significantly different ($F=0.57$, $df=2,983$, $p = 0.57$). On the basis of the above there is no evidence for rejecting hypothesis 9.

Hypothesis 10

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the Ethnocentrism Scale.

Table 14 presents the mean scores, variances, and the results of a one-way analysis of variance of the scores of the three groups in the sample. Note the lack of significant difference among the groups ($F=2.22$, $df=2,983$ $p = 0.11$). On this basis, there is no evidence for rejecting hypothesis 10.

Hypothesis 11

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the Cultural Allegiance Scale.

In the section where this scale was previously discussed (see pp 38-40), it was noted that the means scores for the three groups were significantly different ($F=15.37$, $df=2,983$, $p = 0.001$). Consequently hypothesis 11 is rejected.

Hypothesis 12

There is no significant difference between the French and French dropout groups of the sample population when compared on the basis of their original motive for choosing French as a subject.

Table 15 presents the breakdown of responses to item 7 of the questionnaire (why did you take French at first?) together with a chi-square value for significance. Note that statistical significance is at the 0.001 level or greater,

TABLE 14

MEANS, VARIANCES, AND ANALYSIS OF VARIANCE: ETHNOCENTRISM
SCALE SCORES FOR NON-FRENCH, FRENCH
PERSISTERS AND FRENCH DROPOUTS

Group	\bar{X}	Variance	(N)
Non-French	31.2	49.2	192
French Persister	31.7	53.2	341
French Dropout	30.6	58.0	453
Total	31.1	54.7	986

One-way ANOVA					
Source	SS	MS	DF	F	p
Groups	242.8	121.4	2	2.22	0.11
Error	53702.4	54.6	983		

Homogeneity of variance

$\chi^2 = 1.94$ Probability = 0.38

TABLE 15

BREAKDOWN OF RESPONSE TO ITEM 7 OF QUESTIONNAIRE
(WHY DID YOU TAKE FRENCH AT FIRST?)

Response	F	FDO	TOTAL
(a) I was told . . .	115	234	349
(b) It fitted . . .	10	24	34
(c) My friends . . .	11	23	34
(d) I needed it . . .	67	14	81
(e) I wanted to take it . . .	58	34	92
(f) Other . . .	<u>74</u>	<u>90</u>	<u>164</u>
Total Responding	335	419	754
<hr/>			
$\chi^2 = 84.77$		$p < 0.001$	

leading to rejection of hypothesis 12. An examination of the 2 x 6 contingency table suggests a pattern. In the responses which indicate a more passive role on the part of the student toward the choice of French (a,b, or c), there are approximately twice as many members of the FDO group as of the F group. In the responses which indicate a more active role on the part of the students in the choice of the language (d,e), the trend is reversed. This appears to indicate that a greater involvement of the student in the decision-making process makes him less likely to reverse the decision at a later date.

FURTHER CONSIDERATIONS

Of the original twelve null hypotheses set up in Chapter 1, nine have rejected the three have not been rejected. The three which have not been rejected are those which dealt with the significance of the age differences of the groups in the sample, with the significance of the Anomie Scale score differences of the groups in the sample and with the significance of the Ethnocentrism Scale score differences of the three groups in the sample.

If it is accepted that French study forms a criterion which divides the sample into groups with significant differences, a logical further step would be a consideration of the magnitude of the contribution made by each of a number of differentiating factors. Also valuable would be an assessment, if possible, of the accuracy with which these factors do

differentiate among students who have never studied French, students who are presently studying French, and students who have studied French but have ceased to do so.

Using the three groups and fourteen variables, a discriminant function analysis was performed on the data with results as shown in Table 16. The analysis was performed using the MULV10 program (DERS).

Although not strictly proportional to relative importance in assigning group membership (i.e. the Foreign Language Attitude Scale scores are not exactly six times as important as the language arts marks in assigning group membership), the weights in Table 16 are hierarchical or ordinal so that a higher numerical value does indicate a greater degree of discriminatory power associated with the variable.

Since there are three groups to be discriminated, the discrimination function procedure generates two equations, each of which has a root. Equation 1 accounts for over 94 percent of the discrimination (see "percent of trace" at the bottom of Table 16) so we need not concern ourselves greatly with the second orthogonal equation and its root. It should be noted in passing that equation 2 accounts for less than 6 percent of the discriminating power of the set of variables used. It is also worthy of comment that the Foreign Language Attitude Scale score has the highest relative contribution in both equation 1 and equation 2.

TABLE 16

NORMALIZED WEIGHTS FOR CLASSIFICATION FROM
DISCRIMINANT FUNCTION ANALYSIS DONE
ON 14 VARIABLES FOR THREE GROUPS

Variable	Equation 1	Equation 2
Age	0.012	-0.007
French Attitude Scale	0.043	0.087
Anomie Scale	0.026	0.032
Ethnocentrism Scale	-0.107	0.299
Cultural Allegiance Scale	0.140	-0.035
Foreign Language Attitude Scale	0.953	0.769
Reading	0.023	-0.095
Language Arts	0.162	0.206
Social Studies	0.042	-0.393
Mathematics	0.042	0.051
Science	-0.016	0.073
S.C.A.T. Percentile	0.091	-0.097
S.C.A.T. Verbal	-0.109	0.092
S.C.A.T. Quantitative	0.091	0.278

Significance test for roots (see Rao, 1965:474)

Root 1 = 0.30 Chi-square = 275.46 Significance < 0.001

Root 2 = 0.02 Chi-square = 18.44 Significance: = 0.14

Percent of trace: Root 1 = 94.05, Root 2 = 5.74

The next highest weight in equation 1 is that assigned to Language Arts which is interesting in that it parallels one of Feenstra's (1967) findings that this variable is a good predictor of success in modern language study. Note also the very low relative weights assigned to age and anomie scale scores. This might have been anticipated in the light of their earlier failure (hypothesis 1 and hypothesis 9) to discriminate among the groups.

Next a common dispersion multiple discriminant analysis using the conditional and Bayesian probabilities of group membership was performed on the data. Results are shown in Table 17. The analysis was performed using the MULV11 program (DERS).

According to Villagonzalo (1969:53), conditional classification of a person to a certain group is determined by

$$P(\underline{y}_i \mid H_j) = P(x^2 \geq x_i^2) \quad \begin{array}{l} i = 1, 2, \dots, n \\ j = 1, 2, \dots, k \end{array}$$

where p is the probability of person i obtaining a score vector \underline{y}_i ; given that he is a member of the j th group. Thus the probability of his receiving a certain score is computed, assuming membership in a given group.

The use of the Bayesian theorem calls for the computation of a priori probabilities of i groups as given by

$$P_j = \frac{N_i}{\sum_{i=1}^k N_i}$$

Where N_i is the number of persons in group i based on prior

TABLE 17

RESULTS OF COMMON DISPERSION MULTIPLE DISCRIMINANT ANALYSIS
 USING CONDITIONAL AND BAYESIAN PROBABILITIES OF
 GROUP MEMBERSHIP FOR THREE
 GROUPS AND 14 VARIABLES

Mean Scores in reduced space

NF	F	FDO
35.35	48.47	38.36

Variance of Scores in reduced space

95.17

Number of observations in each group

192	341	453
-----	-----	-----

A Priori probability used

0.19	0.35	0.46
------	------	------

Results:

Conditional

456 Correct

= 46.2 percent

Bayesian

574 Correct

= 58.2 percent

knowledge. In this study the known membership of the NF, F and FDO groups is used for this purpose. If an individual is randomly selected from a hypothetically composite population, and if only his measurement u is observed, then the probability that he belongs to category i is given by

$$P(i|u) = g_i P(u|i) / P(u)$$

$P(u)$ is the probability that any individual randomly selected from the hypothetical composite population has measurement u and g_i is the a priori probability of group membership. Group membership is assigned on the basis of the highest probability obtained.

Running the risk of oversimplification, we might say that the conditional procedure involves computing the likelihood of an individual receiving a certain score assuming his membership in 1 of n groups. The use of the Bayesian theorem involves computing the likelihood of an individual's membership in 1 of n groups assuming his having a certain score.

We should note that accuracy of prediction approaching or surpassing 50 percent is rare in the social sciences (as opposed to the physical sciences). The results in Table 17 show that the variables used in the present study are capable of a very high order of accuracy when used for the purpose of discriminating among non-takers, persisters and dropouts of French at the junior high school level.

In an attempt to assess the importance of grade point average as a discriminator in assigning membership to the

three groups, a second discriminant analysis was performed on the data using three groups and twelve variables. This was done by additively combining Social Studies, Mathematics, and Science into one variable. Results are as shown in Table 18. The analysis was carried out using the MULV10 program (DERS). Following this, a common dispersion multiple discriminant analysis was performed using the three groups and twelve variables. Results are as shown in Table 19.

Finally, in an attempt to increase discrimination accuracy, one further discriminant function analysis and common dispersion multiple discriminant analysis were performed using fourteen variables and two groups only, French and non-French which included both dropouts and those students who have never taken French. Even though some information regarding details of group membership may have been "lost," it was desired to see how far one could reasonably expect to go in the direction of increasing discrimination accuracy. Results of the last two analyses are given in Tables 20 and 21.

DISCUSSION OF RESULTS OF DISCRIMINANT ANALYSES

1. We have already noted (p 72) the very high accuracy of prediction possible with the variables used. If we compare Tables 17 and 19, we note that there appears to be a slight advantage in using the sum of Social Studies, Mathematics and Science as one variable for the conditional

TABLE 18

NORMALIZED WEIGHTS FOR CLASSIFICATION FROM DISCRIMINANT
FUNCTION ANALYSIS DONE ON 12 VARIABLES
AND THREE GROUPS

Variable	Equation 1	Equation 2
Age	0.012	-0.003
French Attitude Scale	0.043	0.091
Anomie Scale	0.026	0.036
Ethnocentrism Scale	-0.100	0.341
Cultural Allegiance Scale	0.140	-0.040
Foreign Language		
Attitude Scale	0.951	0.784
Reading	0.027	-0.134
Language Arts	0.161	0.151
Sum of Social Studies, Mathematics and Science	0.018	-0.065
S.C.A.T. percentile	0.095	-0.113
S.C.A.T. Verbal	-0.117	-0.001
S.C.A.T. Quantitative	0.113	0.446

Significance test of roots (see Rao, 1965:474)

Root 1 = 0.30, chi-square = 266.5 Significance: > 0.001

Root 2 = 0.01, chi-square = 9.70 Significance: = 0.55

Percent of trace: Root 1 = 96.77

Root 2 = 3.88

TABLE 19

RESULTS OF A COMMON DISPERSION MULTIPLE DISCRIMINANT
ANALYSIS USING CONDITIONAL AND BAYESIAN
PROBABILITIES OF GROUP MEMBERSHIP
DONE USING THREE GROUPS AND
TWELVE VARIABLES

<u>Mean scores in reduced space</u>			
	NF	F	FDO
	35.59	48.47	38.49
<u>Variance of scores in reduced space</u>			
	92.60		
<u>Number of observations in each group</u>			
	192	341	453
<u>A Priori probability used</u>			
	0.19	0.35	0.46
<u>Results:</u>	<u>Conditional</u>	<u>Bayesian</u>	
	497 Correct	576 Correct	
	= 50.4 percent	= 58.4 percent	

TABLE 20

NORMALIZED WEIGHTS FOR CLASSIFICATION FROM DISCRIMINANT
FUNCTION ANALYSIS DONE ON FOURTEEN VARIABLES
AND TWO GROUPS

Variable	Equation 1
Student age	0.011
French Attitude Scale	0.047
Anomie Scale	0.027
Ethnocentrism Scale	-0.079
Cultural Allegiance Scale	0.129
Foreign Language Attitude Scale	0.957
Reading	0.015
Language Arts	0.168
Social Studies	0.010
Mathematics	0.043
Science	-0.010
S.C.A.T. percentile	0.079
S.C.A.T. verbal	-0.095
S.C.A.T. quantitative	0.106

Significance test of roots (see Rao, 1965:474)

Root 1 = 0.286, chi-square = 242.34, Significance: > 0.001

Percent of trace: Inapplicable in this instance as there is only one root.

TABLE 21

RESULTS OF A COMMON DISPERSION MULTIPLE DISCRIMINANT ANALYSIS
 USING CONDITIONAL AND BAYSIAN PROBABILITIES OF GROUP
 MEMBERSHIP. DONE USING TWO GROUPS (FRENCH
 AND NON-FRENCH) AND 14 VARIABLES

<u>Mean scores in reduced space</u>		
	<u>French</u>	<u>non-French</u>
	47.51	37.07
<u>Variance of scores in reduced space</u>		
	86.21	
<u>Number of observations in each group</u>		
	341	645
<u>A priori probability used</u>		
	0.35	0.65
<u>Results:</u>		
	<u>Conditional</u>	<u>Baysian</u>
	710 Correct	738 Correct
	= 72.0 percent accuracy	= 74.8 percent accuracy

classification (50.4% correct vs 46.2% correct). The difference in the Bayesian classification is not significant (58.4% correct vs 58.2% correct). A likely explanation is found in the reduction in the variance (92.60 vs 95.17) which would affect the conditional classification to a greater extent than the Bayesian classification since the probability of the individual's score vector will be directly affected by a change in variance.

If we compare Table 17 or 19 with Table 21, we note the appreciable increase in prediction accuracy gained by reducing the number of groups from three to two. Accuracy of this order (70+percent) is truly outstanding in social sciences data and again demonstrates the efficacy of the variables used in the study. At the same time it should be recognized that some information is being "lost" in the process of reducing the number of groups from three to two in that the distinction between those who have never taken French and those who have dropped it is now "lost" in the one category of non-takers of French.

2. We have already noted (pp 68-9) the extremely high significance which the discriminant function analysis gives to Root 1. At the very least (see Table 16), Root 1 accounts for over 94 percent of the discrimination of the function. For this reason we shall limit ourselves to a discussion of the normalized weights associated with Root 1. At the same time we should note, as illustration of the

importance of this variable, that both Equation 1 and Equation 2 assign the highest weight to the Foreign Language Attitude Scale scores (see Tables 16 and 18).

3. In the three discriminant function analyses (Tables 16, 18, 20) the scores for the Foreign Language Attitude Scale, Language Arts, and the Cultural Allegiance Scale, have the three highest weights, respectively, and maintain the same position with respect to each other. The fourth highest weight in two of three cases is the S.C.A.T. verbal score (see Tables 16, 18, 20).

4. The very low weights assigned to student age, Ethnocentrism Scale scores, and Anomie Scale scores would appear to be a reflection of the failure of these variables to show a significant difference among the groups (see Tables 7, 14 and 4). In apparent contradiction to this is the weight assigned to the Ethnocentrism Scale scores in the analyses (see Tables 16, 18, 20). In spite of its failure to differentiate significantly among groups in the analysis of variance (see Table 14), it is assigned the fifth highest weight in one of the analyses (see Table 16) and the sixth highest in the other two (see Tables 18, 20).

5. The very high weight assigned to the Foreign Language Attitude Scale scores would appear to be a confirmation of the findings of Carroll and others that student attitude toward language study ". . . can have profound influences over and above those of aptitude"

(Carroll, 1963: 1090). The fairly low weights assigned to the other attitude scale scores are disappointing. If we consider the intercorrelations of the fourteen variables (see Table 22) and the probabilities of the t values associated with these correlations (see Table 23), it appears that a reason for the low weights assigned by the discriminant analysis to the other four attitude scales is that they are all five fairly highly correlated. Note that student age, the Anomie scale and the Ethnocentrism scale, the three variables which showed no significant difference among groups according to the analysis of variance, are also the three variables which have the lowest correlations with other variables.

TABLE 22
CORRELATIONS AMONG VARIABLES USED IN STUDY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Student Age	1.00	-0.08	-0.05	-0.03	-0.07	-0.06	0.02	0.02	-0.02	0.01	-0.02	-0.03	-0.03	0.01
2. French Attitude Scale		1.00	-0.12	-0.08	0.17	0.36	0.12	0.14	0.12	0.11	0.09	0.10	0.11	0.06
3. Anomie Scale			1.00	0.21	0.17	0.02	0.08	0.05	0.06	0.07	0.05	0.07	0.06	0.05
4. Ethnocentrism Scale				1.00	0.47	0.15	0.13	0.13	0.03	0.04	-0.02	0.03	0.06	-0.01
5. Cultural Allegiance Scale					1.00	0.27	0.20	0.22	0.14	0.13	0.08	0.13	0.14	0.07
6. Foreign language attitude scale						1.00	0.20	0.23	0.17	0.17	0.11	0.13	0.17	0.08
7. Reading							1.00	0.81	0.75	0.62	0.64	0.75	0.72	0.55
8. Language Arts								1.00	0.80	0.65	0.71	0.80	0.78	0.58
9. Social Studies									1.00	0.71	0.78	0.82	0.75	0.64
10. Mathematics										1.00	0.73	0.79	0.62	0.77
11. Science											1.00	0.76	0.67	0.62
12. S.C.A.T. percentile												1.00	0.90	0.86
13. S.C.A.T. verbal													1.00	0.65
14. S.C.A.T. quantitative														1.00

TABLE 23

PROBABILITIES OF t VALUES ASSOCIATED WITH CORRELATION COEFFICIENTS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Student Age	0.00	0.01	0.11	0.33	0.02	0.07	0.65	0.51	0.57	0.89	0.46	0.43	0.40	0.73
2. French Attitude Scale		0.00	0.00	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.08
3. Anomie Scale			0.00	0.00	0.00	0.61	0.01	0.14	0.07	0.03	0.10	0.04	0.07	0.11
4. Ethnocentrism Scale				0.00	0.00	0.00	0.00	0.00	0.42	0.20	0.51	0.31	0.08	0.76
5. Cultural Allegiance Scale					0.00	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.02
6. Foreign language attitude scale						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.01
7. Reading							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. Language Arts								0.00	0.00	0.00	0.00	0.00	0.00	0.00
9. Social Studies									0.00	0.00	0.00	0.00	0.00	0.00
10. Mathematics										0.00	0.00	0.00	0.00	0.00
11. Science											0.00	0.00	0.00	0.00
12. S.C.A.T. percentile												0.00	0.00	0.00
13. S.C.A.T. verbal													0.00	0.00
14. S.C.A.T. quantitative														0.00

(Note: 0.00 means $p < 0.001$)

CHAPTER 5

SUMMARY, IMPLICATIONS AND FURTHER RESEARCH

SUMMARY

Procedure

The problem in the present study was to determine whether there are factors which discriminate among students who have never studied a modern language, students who are presently studying a modern language, and students who have studied a modern language but have dropped it before the time of the investigation. Areas where comparisons were made included: (1) academic ability; (2) academic achievement; (3) various measures of student attitude; (4) motivation for undertaking modern language study originally; (5) student perception of parental attitude as to the importance of studying another language, French being specified in this case; and (6) the sex and age of the student.

The total grade nine population of 10 randomly selected junior high schools in the Edmonton Public School System comprised the study sample. The 986 subjects ranged in age from 13 to 17 years.

Results from the Alberta Departmental examinations provided the measures of academic ability and achievement. The investigator administered the following five measures of attitude: (1) the anomie scale, an 11 item measure of

dissatisfaction with one's role in society; (2) the cultural allegiance scale, comprising nine items; (3) the ethnocentrism scale of seven items; (4) the modern language attitude scale of seven items; and (5) the French attitude scale of 20 items.

Statistical techniques used in the investigation were as follows: (1) one-way analysis of variance (fixed effects model) for comparison of test results of subgroups when these test results comprised non-discrete variables; (2) chi-square contingency tests for independence when variables were discrete (ordinal or categorical); (3) discriminant analysis was carried out in an attempt to assess the importance of the contribution made by each of a number of variables to the total process of discrimination among the groups. A variation of this technique was used to assess accuracy of discrimination in assigning membership to the groups as identified in the particular analysis.

Results

The non-French (NF), French (F) and French dropout (FDO) group memberships were 192, 341, and 453 respectively. It was found that the subgroups differed significantly when compared on the basis of (1) proportion of male and female members; (2) academic ability as measured by the S.C.A.T., level 3; (3) results of Departmental English achievement examinations; (4) results of Departmental examinations in Social Studies, Mathematics and Science combining these three scores by summing them for each of the students in

the sample, (5) student perception of parental attitude toward the importance of the study by French; (6) student attitude toward the study of a modern language as measured by the Foreign Language Attitude scale; (7) student attitude toward French-speaking people as measured by the French Attitude Scale; (8) student cultural allegiance as measured by the Cultural Allegiance Scale; (9) student's reason for the selection of French as a school subject originally.

It was found that the subgroups did not differ significantly when compared on the basis of the following: (1) student anomie as measured by the Anomie Scale; (2) student ethnocentrism as measured by the Ethnocentrism Scale; (3) student age.

The discriminant analysis indicated that the three factors which were assigned the highest weight by the analysis were, in order of relative magnitude, the modern language attitude scale scores, the language arts scores, and the cultural allegiance scale scores. As an assessment of the effectiveness of the variables used in the discriminant analysis, a variation of this technique was used to measure accuracy of assignment of subjects to the subgroups. Depending upon whether two or three subgroups were used, accuracy of placement ranged from a low of 46.2 percent for 3 groups to a high of 74.8 percent for 2 groups. It should be noted that when 2 groups are compared, namely F vs NF + FDO, these variables have a very high discriminative capability with an accuracy ranging between 72.0 and 74.8%.

IMPLICATIONS

One of the reasons given for the present study was to determine what factors affect dropping out of modern language study and what steps could be taken to affect these factors if, and when, the need to do so arises. In the next two sections, there will be discussed certain administrative alternatives under the heading of (1) student sex, parental attitude and student attitude, and (2) student aptitude and achievement.

Student Sex, Parental Attitude and Student Attitude

That the sexual difference is reflected in many aspects of modern language study is attested to by a large number of researchers. Carroll (1963) finds that it affects aptitude for modern language study; Feenstra (1967) finds that it affects achievement in modern language study; Scagliola (1971) finds that it affects preference of topics in language study; Jones (1972) finds that it affects favorableness of attitude toward French-speaking people. In the light of the above it is possible that grouping by sexes in modern language classes together with entirely different programs of study for each group might be an alternative well worth studying.

Parental attitude has been found to be very important in shaping student attitude and actions. Fink (1962) finds

that parental attitude affects dropping out of school and Feenstra finds that parental attitude affects success in modern language study. It may well be that educational administration officials and language teachers may consider using some of the techniques that have proved so effective in product merchandising and in political image making. It may be accepted in the near future that language teachers are selling a product and that, to do so with the maximum efficiency, they need to prepare the market for their product.

All that has been said about parental attitude applies with equal force to student attitude. Both Lambert (1961) and Carroll (1963) appear to feel that student attitude is a vital factor in success in modern language study. The implications would seem to indicate that teachers should strive first for a favorable attitude toward the language to be studied before they attempt to foster learning of the language. It may well be that the order of priorities needs changing for language teachers in that the cultivation of a favorable attitude toward the language to be studied should be the first goal pursued as it may yield an unexpected harvest later in the form of increased speed of comprehension and retention in the successive stages of study.

General Aptitude and General Achievement of Student

The roles these two factors play in student success and in student persistence in modern language study is not

clearly defined. Both Von Wittich (1962) and Pimsleur (1964) find that total grade point average is a good predictor of future success in modern language study. Von Wittich (1962), Pimsleur (1964) and Lambert (1965) all agree that general aptitude or intelligence correlates poorly with modern language success. In the present study the NF, F, and FDO groups were found to be significantly different in general aptitude as measured by S.C.A.T. and also in all measures of academic achievement. The discriminant analysis did not however assign a heavy weight to any of these factors with the exception of language arts. The likely explanation for this is found in the high intercorrelations among the variables relating to academic achievement (see Tables 22, 23). An interesting sidelight on this is to be seen in the finding of Feenstra that one of his eight factors was an 'English Language Factor' which he interpreted as meaning that skills acquired in learning a first language transfer to a second language learning situation. A conclusion which may be drawn from the above is that there is not a clearly delineated causal relationship between taking a modern language in school and either general aptitude or achievement. Provided that student and parent attitude toward modern language study is favorable, it is probably safe to assume that a student of high general ability and high general achievement should be encouraged to take a modern language. It is likely that he will persist in the study of it. It is also a reasonable

assumption, providing that the student and parent attitude are as above, that the student of less than high ability and achievement should be encouraged to take a modern language. Attitude would appear to be a factor in persistence which has yet to be fully evaluated.

General Discussion

Under this heading it is intended to discuss certain matters which do not appear to fit under any other heading. Perhaps a more fitting heading for this section would be 'conjecture' since it is intended to be less severely critical of unsubstantiated statements than elsewhere.

Age: It was somewhat surprising to the investigator that the age difference between the NF, F, and FDO groups was not significant. It is perhaps due to the policy of the Edmonton Public School Board which does not allow a student to remain in a course or a program which is not suitable to his abilities beyond a certain age. In other school boards and areas where repeated failures are permitted, there is a noticeable inverse correlation between age and achievement.

An interesting point which showed up in the ages of the three subgroups is that the F group has a very low variance in comparison with the NF and FDO groups, even though the three groups do not differ significantly (see Table 11). This tendency toward homogeneity of age of the F group is puzzling and no explanation is offered for it. It is a fact which would appear to warrant further

investigation.

Anomie: The lack of significant difference between the NF, F, and FDO groups in anomie was somewhat surprising. Lambert's writing on this concept perhaps provide an explanation. Anomie has been most noticeable in students taking an intense 'total immersion' course where they have agreed to renounce all use of English until the end of the course. Anomie has manifested itself as a cultural and linguistic 'dislocation' with an attendant threat to the individual's identity. Grade nine students in the Edmonton Public School System, on the other hand, are immersed in a French atmosphere for twenty or thirty minutes at a time, at most. Their cultural and linguistic identity is apparently never threatened to a measurable degree. It may well be that for anomie to manifest itself, the alien culture and language must be of a certain intensity and duration for some minimum period of time.

Cultural Allegiance. Another interesting result of the investigation is the fact that the F group is significantly higher in cultural allegiance than either of the two non-French groups. A possible explanation is that this may have arisen as a reaction to the exposure to another language and culture. In place of a reaction which could be labelled as 'anomie', the grade nine student in Edmonton may well react with an increased allegiance to his parent culture. It might be suggested that the F group's higher cultural allegiance score is in some way related to the fact that this

group is female dominated in numbers. A look at the composition of the other two groups would make this suggestion doubtful however. The FDO group which is male dominated in numbers and the NF group which is split evenly into male and female differ to a very small degree from each other.

Ethnocentrism. The failure of the investigation to uncover any significant difference among the NF, F, and FDO groups on the Ethnocentrism scale is disappointing. Jakobovits (1970:266) says that the way these scales react with one another and with modern language study is as yet not fully known and in this we must agree with him. The significance of the cultural allegiance score differences and the non-significance of the ethnocentrism score differences might be interpreted as showing that the French student in grade nine in the Edmonton Public System has developed a loyalty to his own culture without rejecting the possible values of others.

Foreign Language Attitude Scale. A fact worthy of attention in the investigation is the extremely high weight assigned by the discriminant analysis to the scores of the Foreign Language Attitude Scale. This high weight is an illustration of the importance which student attitude plays in the selection of and perseverance in modern language study. We have previously noted the high correlation among the scores of four of the five attitude scales (see Tables 22 and 23) which serves to prevent their showing up as

effectively as discriminators as they might individually. The Foreign Language Attitude Scale is the best discriminator among the attitude scales and is also highly correlated with the others (except Anomie). The nature of the discriminant function analysis is such that it assigns a high weighting to only one of several highly correlated variables.

FOR FURTHER RESEARCH

As a consequence of the findings of the present study it would appear that the following related topics might be particularly appropriate as the focus of further investigation. These are given in order of importance as perceived by the investigator.

1. A more general study of school options, with the object of finding factors which affect the selection of, and persistence in, optional subject areas.
2. Replication of the present study in other communities, both in Alberta and in other provinces, with the object of determining how far the present results may be generalized.
3. Replication of the present study at other grade levels.
4. Replication of the present study using different cognitive and affective variables, such as the Modern Language Aptitude Test (Carroll-Sapon).
5. Replications of this study, over a period of time and to the same subjects, with the object of finding what effect maturation has upon the variables.
6. In view of the apparently important place which attitude holds in language study, a study conducted over a period of several years which would seek to clarify the interrelationship between student attitude and student persistence. This study would seek

to find which is cause and which is effect in the relationship of the two variables.

7. Having apparently identified that persistence is significantly related to sex, a study with the object of determining what factors are responsible for this.
8. Studies aimed at the development of pedagogical techniques capable of modifying student attitudes toward other cultural and linguistic groups as a preliminary step in the teaching of the language.

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APPENDIX A

1. Question Booklet, Part A (Personal Data)
2. Direction Sheet

PART A

1. Please mark the one which describes you now.
 - a) I am taking French now and plan to continue.
 - b) I never took French.
 - c) I took French but I dropped it at the end of grade 7.
 - d) I took French but I dropped it at the end of grade 8.
 - e) I am planning to drop French at the end of grade 9.
2. Why did you drop French?
 - a) I did not drop French.
 - b) I was doing poorly.
 - c) I was doing all right but I didn't like French.
 - d) I did not get along with the teacher.
 - e) I don't need French for my career.
 - f) I never took French.
 - g) Other (please specify). Mark g on the answer sheet and write other reason on direction sheet.
3. Perhaps you have a second reason beside the one above for dropping French. If you did, please give it here.
 - a) I did not drop French.
 - b) I was doing poorly.
 - c) I was doing all right but I didn't like French.
 - d) I did not get along with the teacher.
 - e) I don't need French for my career.
 - f) I never took French.
 - g) I didn't have a second reason beside the one above.
 - h) Other (please specify). Don't forget to mark h on answer sheet.
4. Do you think that French should be compulsory for everybody?
 - a) Yes.
 - b) No
 - c) Undecided
5. Which one describes the way you feel about French?
 - a) I hate it.
 - b) French is all right but it takes too much time.
 - c) I like French.
 - d) French is my favorite subject.
 - e) I never took French.

6. Mark the way you feel you are doing in French this year.
- a) I'm not taking French this year.
 - b) I'm afraid I'm not going to pass French this year.
 - c) I'm doing all right.
 - d) I'm pretty happy with the way I'm doing in French this year.
7. Why did you take French at first?
- a) I didn't take French.
 - b) I was told that I had to take it.
 - c) It fitted in my timetable.
 - d) My friends were taking it.
 - e) I needed it for my career plans.
 - f) I wanted to take it because I'm interested in the French language and people.
 - g) Other (please specify). Don't forget to mark g on answer sheet.
8. What do you think could be done to improve the French program?
- a) I've never taken French.
 - b) I'd like to see reading and writing introduced at the same time as speaking and listening.
 - c) I'd prefer that we learned to read and write only without any speaking or listening.
 - d) The vocabulary and stories should be more directly related to life in Canada.
 - e) The program is all right as it is.
 - f) Other (please specify). Don't forget to mark f on answer sheet.
9. How do your parents feel about the importance of studying French?
- a) They feel it's important to study French.
 - b) They feel that learning French is no more important than any other subject.
 - c) They feel that learning French is not very important.
10. If you dropped French, did you talk it over first with a counselor?
- a) Yes.
 - b) No.
 - c) I did not drop French.
 - d) I never took French.

11. Did the counselor advise you to drop French or to keep it up?
- a) I didn't talk it over with a counselor.
 - b) I was advised to drop it.
 - c) I was advised to keep it up.
 - d) I didn't drop French.
 - e) I never took French.
12. If you are not taking French now, do you plan to take it next year in grade 10?
- a) Definitely not.
 - b) Probably not.
 - c) Undecided.
 - d) Probably yes.
 - e) Definitely yes.
 - f) I'm taking French now.
13. When you dropped French, how were you doing in it?
- a) I never dropped French.
 - b) I never took French.
 - c) I was doing badly.
 - d) I was doing pretty well.
 - e) I was doing very well.

DIRECTION SHEET

1. Your identification number is _____
2. You should have (1) a question booklet which has 8 pages stapled together, (2) an answer sheet, white with red printing on it, (3) a direction sheet (this one you're reading now) with an I.D. number on it, and (4) an HB pencil.
3. On your answer sheet, notice the section marked "I.D." number. On your direction sheet (this sheet) at the top, is your I.D. number. Because the answer sheet will be marked by computer, it is necessary to mark your I.D. number on it in the following way: notice that under the words "I.D. number" there are six lines, each of which has the digits 0,1,2....up to 9 on it. Note also that you mark a digit by filling in the space between the guidelines which run through the digit; for example 3 is marked by filling in as follows: $\begin{smallmatrix} \text{=} \\ \text{3} \\ \text{=} \end{smallmatrix}$. Mark only one digit on a line. Use the HB pencil and, if you make a mistake, erase completely before you put in the correct answer. Your I.D. number has 5 digits in it so you will need 5 of the 6 lines.
4. On the sixth line, would you mark in male/female. Males should mark in $\begin{smallmatrix} \text{=} \\ \text{0} \\ \text{=} \end{smallmatrix}$. If you are a female, mark in $\begin{smallmatrix} \text{=} \\ \text{1} \\ \text{=} \end{smallmatrix}$. In other words, mark in 0 for males and 1 for females.
5. Put your name in the space provided on the answer sheet. Please be sure to put your last name first, as it says on the sheet, and then your first name and middle name, or names. Then fill in the other information called for on the answer sheet.
6. Age: look down the left side of the answer sheet. Notice that the first three lines are numbered like the lines under "I.D. number" and that the word "AGE" is placed opposite these three lines. These lines are for your age which, as you might expect, has to be marked in a special way. For the computer, your age must be months. Here's how to get it: take the age you are now and multiply it by 12. Then count the number of months which have passed since your last birthday, and add this to the number you have just obtained. Example: suppose you're 14 and your last birthday was in November. 14 times 12 is 168. Now if we count from November, December is one month, January is two months, February is three months, March is four months, April is five months. $168 + 5 = 173$. So you're 173 months old and, so the computer can read it, you must put it in the same way you did your I.D. number: fill in the 1 on the first line opposite "AGE" like this: $\begin{smallmatrix} \text{=} \\ \text{1} \\ \text{=} \end{smallmatrix}$ and so on for the 7 and the 3 in the second line and the third line.

7. One more thing: If you look at your question booklet, (the one with 8 pages, remember?) you will notice that each question on it has several different answers given and these answers are lettered, a,b,c,..etc. and you answer by picking the answer you like and marking the letter corresponding to it on the answer sheet. For example, question #25 has six different answers lettered a,b,c,d,e,f, and on the answer sheet opposite #25 you see six guidelines marked a,b,c,d,e,f, and you're supposed to mark one letter by filling in the guideline over it. This is fine but questions 2,3,7, and 8 have an answer "other, please specify" which means you may have an answer which is not on the paper. If you do, mark the letter opposite the "other" on the answer sheet and give the other answer, in your own words, on this sheet in the spaces provided below.

QUESTION NUMBERS

2 G

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3 H

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7 G

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8 F

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Don't forget to pass in this sheet with your answer sheet and the question booklet when you're finished.

APPENDIX B

Modern Language Attitude Scale
as given in Jakobovits (1970)

1. I would study a foreign language in school even if it were not required.
 - a) definitely
 - b) probably
 - c) possibly
 - d) probably not
 - e) definitely not
2. I would enjoy going to see foreign films in the original language.
 - a) some
 - b) not much
 - c) quite a bit
 - d) not at all
 - e) a great deal
3. Our lack of knowledge of foreign languages accounts for many of our political difficulties abroad.
 - a) strongly agree
 - b) disagree
 - c) doubtful
 - d) agree
 - e) strongly agree
4. I want to read the literature of a foreign language in the original.
 - a) strongly agree
 - b) doubtful
 - c) agree
 - d) strongly disagree
 - e) disagree
5. I wish I could speak another language perfectly.
 - a) a great deal
 - b) quite a bit
 - c) some
 - d) not much
 - e) not at all
6. If I planned to stay in another country, I would make a great effort to learn the language even though I could get along in English.
 - a) definitely not
 - b) probably not
 - c) possibly
 - d) probably
 - e) definitely

7. Even though Canada is relatively far from countries speaking other languages, it is important for Canadians to learn foreign languages.
- a) strongly agree
 - b) doubtful
 - c) agree
 - d) disagree
 - e) strongly disagree

APPENDIX C
Ethnocentrism Scale
as given in Jakobovits (1970)

The following statements are ones with which many people agree, and many people disagree. There are no right or wrong answers since many people have different opinions. Please indicate your agreement or disagreement by wiring on the line preceding each statement the number from the following scale which best describes your feelings.

+1 slight support, agreement

+2 moderate support, agreement

+3 strong support, agreement

-1 slight opposition, disagreement

-2 moderate opposition, disagreement

-3 strong opposition, disagreement

- 1. The worst danger to real Canadians during the last 50 years has come from foreign ideas and agitators.
- 2. Now that a new world organization is set up, Canada must be sure that she loses none of her independence and complete as a sovereign nation.
- 3. Certain people who refuse to salute the flag should be forced to conform to such a patriotic action, or else be imprisoned.
- 4. Foreigners are all right in their place, but they carry it too far when they get too familiar with us.
- 5. Canada may not be perfect, but the Canadian way has brought us about as close as human beings can get to a perfect society.
- 6. It is only natural and right for each person to think that his family is better than any other.
- 7. The best guarantee of our national security is for Canada to get the secret of the nuclear bomb.

APPENDIX D
Anomie Scale
as given in Jakobovits (1970)

The following statements are ones with which many people agree, and many people disagree. There are no right or wrong answers since many people have different opinions. Please indicate your agreement or disagreement by writing on the line preceding each statement the number from the following scale which best describes your feelings:

- +1 slight support, agreement
- +2 moderate support, agreement
- +3 strong support, agreement
- 1 slight opposition, disagreement
- 2 moderate opposition, disagreement
- 3 strong opposition, disagreement

- 1. In Canada today, public officials aren't really very interested in the problems of the average man.
- 2. Our country is by far the best country in which to live.
- 3. The state of the world being what it is, it is very difficult for the student to plan his career.
- 4. In spite of what some people say, the lot of the average man is getting worse, not better.
- 5. These days, a person doesn't really know whom he can count on.
- 6. It is hardly fair to bring children into the world with the way things look for the future.
- 7. No matter how hard I try, I seem to get a "raw deal" in school.
- 8. The opportunities offered young people today are far greater than they have ever been.
- 9. Having lived this long in this culture, I'd be happier living in some other country now.
- 10. In this country, it's whom you know, not what you know, that makes for success.
- 11. The big trouble with our country is that it relies, for the most part, on the law of the jungle: "get him before he gets you."

APPENDIX E

Cultural Allegiance Scale

as given in Jakobovits (1970)

The following statements are ones with which many people agree, and many people disagree. There are no right or wrong answers since many people have different opinions. Please indicate your agreement or disagreement by wiring on the line preceding each statement the number from the following scale which best describes your feelings:

- +1 slight support, agreement
- +2 moderate support, agreement
- +3 strong support, agreement
- 1 slight opposition, disagreement
- 2 moderate opposition, disagreement
- 3 strong opposition, disagreement

- 1. Compared to French-speaking people, Canadians are more sincere and honest.
- 2. Family life is more important to Canadians than it is to the French-speaking.
- 3. Canadian children are better mannered than French-speaking children are.
- 4. Canadians appreciate and understand the arts better than do most people in France.
- 5. Compared to Canadians, the French are a very unimaginative people.
- 6. The French way of life seems crude when compared to ours.
- 7. The French would benefit greatly if they adopted many aspects of the Canadian culture.
- 8. People are much happier in France than they are here.
- 9. The opportunities offered young people in Canada is far greater than in France.

APPENDIX F

French Attitude (Francophone) Scale as given in Jakobovits (1970)

The following statements are ones with which many people agree, and many people disagree. There are no right or wrong answers since many people have different opinions. Please indicate your agreement or disagreement by writing on the line preceding each statement the number from the following scale which best describes your feelings:

- +1 slight support, agreement
- +2 moderate support, agreement
- +3 strong support, agreement
- 1 slight opposition, disagreement
- 2 moderate opposition, disagreement
- 3 strong opposition, disagreement

- 1. The French who have moved to this country have made a great contribution to the richness of our society.
- 2. The more I get to know French-speaking people, the more I want to be able to speak their language.
- 3. French-speaking people are very democratic in their politics and philosophy.
- 4. French-speaking people have produced outstanding artists and writers.
- 5. By bringing the old French folkways to our society, they have contributed greatly to our way of life.
- 6. French-speaking people's undying faith in their religious beliefs is a positive force in this modern world.
- 7. The French-speaking person has every reason to be proud of his race and his traditions.
- 8. If Canada should lose the influence of French-speaking people, it would indeed be a deep loss.
- 9. French-speaking peoples are much more polite than many Canadians.
- 10. We can learn better ways of cooking, serving food, and entertaining from the French-speaking people.
- 11. French-speaking people are very dependable.
- 12. Canadian children can learn much of value by associating with French-speaking playmates.

- 13 French-speaking people set a good example for us by their family life.
- 14 French-speaking people are generous and hospitable to strangers.
- 15 Canadians should make a greater effort to meet more French-speaking people.
- 16 It is wrong to try to force the French-speaking person to become completely Canadian in his habits.
- 17 If I had my way, I would rather live in France than in this country.
- 18 London would be a much better city if more French-speaking people would move here.
- 19 The French-speaking people show great understanding in the way they adjust to the Canadian way of life.
- 20 In general, Canadian industry tends to benefit from the employment of French-speaking people.

APPENDIX G

Raw Data

I.D. SEX AGE

RESPONSES

DEPARTMENTAL RESULTS

10771	F	177	CECEB ABEBB AADDD ACCDD EFFFF DDCED DDCFB	99	99	97	54	87	75	53	24
10932	F	179	DFFEF FHB D CEFFF EEDBB FDPAF AEEFF FC	94	97	90	81	77	87	54	41
10910	M	186	AAAAA DFBCB DFAAA DBBEA FFCCB BEFDD DBCFA	35	43	30	98	56	70	37	37
10102	M	186	BFAAB BJC A CBAAB BBBB ADDFE AEEDF FC	84	85	95	97	92	93	48	42
10200	F	078	DBGBA ABBAB AECCD ADBCD ECDBA FCBCB BACCB	67	73	64	56	29	64	33	37
10177	M	178	EACBD CJA C BDECD BDEBA CDEBA CFEDC DB	46	29	35	88	37	42	35	25
10179	F	185	CBGCA ABEBB ABCDD EEACC DCBAE PEDAB CBDCE	46	45	46	65	44	56	36	29
10191	M	000	FEDBA EBC E CCBDD ABAFE FECAA BCDDE AF	98	99	99	99	99	99	60	46
10187	M	000	AB F ECA F CBBBF EDECC FBAFE DFFFF FC	11	2	18	12	12	11	25	16
10186	M	000	AAAAA CBDAC DFACB DBADB EEAED BEECF EAAFB	42	49	69	79	59	83	45	37
10184	F	181	ECFBF FBH F CBBBF EDECC FBAFE DFFFF FC	38	23	20	48	1	30	31	23
10185	M	000	AAAAA CEEAC DFACA BCADE ECECF DFFFF BCFFE	10	3	15	26	19	1	13	14
10183	F	180	FBDFDF CBJ F DECFA FBEBE FDEFF EEEFF DA	56	38	38	88	59	66	37	35
10176	F	171	BB D CACAD AADAA ADADF EDDAD DC	99	97	93	90	89	92	57	32
10175	F	176	BB D CAAAF BABC BACCB AACFA CAABC FB	58	60	64	20	26	25	32	18
10174	F	173	DBDBB ABDAB ADCCC ECAEB BECBF FFD BFBBB	23	7	11	26	26	5	23	12
10173	M	181	CBBCD DBG E CBAEE FDF D DDEFC FFFBA BC	63	38	58	26	21	30	34	20
			BFFBE AAABD EABCB CBBCB AEADA BEDAF DAADD								
			DAAAD BBE D BBAAD EDEBA DBBDD DDDAD AA								
			BF C DAAAB ABBDC CBDFA CAFDB CB								
			BFFCE AAAAD EEBA BCBEB AEBDC DDDEE ABCCE								
			ADADF CBD D BACDD AABEB BCAA FFEF BC								
			AAAAA CEEAC DFABA DCAEA FFCCD BFFBE FCCFC								
			CFBEE FBG B CFCBE ABAAB BDCFF EPPAF EC								
			BFABE AAABD EDBDA BBCCB DFDDA DDDFF BABFC								
			ABBD FBF F BFCFB EEAEB EADFA AFFAA AB								
			BFFBE AAAAD EABCD DBADB ECBDD EBFEE ACCAB								
			BCCEE BBE C CBCFA AEDDA CBAEA FEAFD BC								
			BFFBE AAACD EABCB CCADC DFFFF EFEDF AABDB								
			BCDDF CBD D BBFB EDBAE FAAFE FDADF DF								

DEPARTMENTAL RESULTS

RESPONSES

I.D. SEX AGE

10172	F	173	AAACC CEBAC DPABA ECADA FDBDE BAAEF BAAADB	88	89	84	79	65	88	54	32
10161	M	181	DDBEF BBC D ACBAA ADEEA AEBEE ADDDF DB	0	36	50	77	39	62	42	28
10162	M	164	CAGBC ABEC CDEA BCDD EFBFE EFFEBAEFA	67	63	48	65	73	0	0	0
10170	F	182	FADCF CBB F CDCFC DFFFA FFFCF FFFFF PC	54	49	48	26	68	24	32	18
10171	F	183	AAABB BEDAC AFACA DDADD BEFFA FFFFF PCCEC	91	80	87	72	65	90	55	32
10221	F	175	FCBDE PBC F FFEFE EDFFF BCFFF DFAFF BC	80	69	58	54	49	72	43	32
10169	F	182	DGGBC ABDAB AECCA BDBC B FEDEL AFFAD DCAF B	91	94	60	58	80	73	50	24
10226	F	176	EEBDF FBA F BBBFD EAEAA ABEEF BFFFF DB	72	75	46	75	59	66	41	29
10222	F	181	EGGBC CFBCC AFACB DDDDD FCABC BFBPE FCCFF	58	76	48	57	44	38	35	23
10157	M	181	CBCFB FBB C 3CCBB ACPCA CFCFF FFFEF AC	28	75	73	62	49	79	49	30
10164	F	179	AAABC CEBAC DFABB CCABA FERDE EEEBC EDADB	4	29	2	20	12	1	20	17
10206	M	171	FEDEF ACB D B BDB EDAA B AAADF DEFDD AC	42	43	74	57	56	58	44	24
10207	M	175	AAABB DEFAC DEABA BBEB FFBBA DFPEA BCCPB	76	40	46	26	61	48	39	24
10214	F	179	BBEF BBJ A CBCDD BCECC BDCBF EEEBF EC	67	67	71	38	75	64	49	22
10218	F	172	AAAAC CEBAC DEACE ABAEA FECBC EFPDD FDCFF	72	58	62	59	68	77	49	29
10219	F	179	CFCFF ECG A CACEA EBBCC ABCAF AFFAF EC	84	76	76	93	80	97	55	41
10215	M	181	DGGBA A FCB AACDB CDCCC EFADD PEPEF FECPB	63	48	58	67	71	80	46	34
			EFEFA DCC E CAFFD DDEBC EEAFF YAEFE EB								
			EGHBA BGFCC DAAED CCDCC EAFCC FFPDF EDBBC								
			BCAAC CBH F CAFFB BDBCC BAFFF DCCCA EB								
			CCEBA ABEAB AABDC CCCC BBAFF DDBBF ACDAB								
			EBCAD BBE D BADDD ADDBD ABDEA BDEBA DB								
			DCBBA ABECB ACDDD ADBCC FFEAD EDAED FCBDC								
			CBCBE ACG D FFFFF FDCCA DCCDA AAABC DD								
			CGHEA ABFCB AACCA CDACA AFFAD FEBDE CBDDC								
			FEDBF FCH D BDEFA FFEBF EFPDC ECFCF FC								
			EBBBB BGFBB AACDB CCCDC FFDBC ECCDD BFDCC								
			CDBDD BCE D CDDDC DDCAD DBBDD DDDFD DC								
			BFFBE AAACD EEBBE DAAEB FFCBA ADFCC AACFD								
			CBB D DCI D CEBAA DBACC BECCF FFFFF CC								
			AAABB CEFCC DFADD CCCDC EEDAA DEDAF ECADA								
			ABABD DCJ D ABBD D AAEAA ADADF ADDAE EB								
			DEEBA ABBCB ACCDD DCABC FFEFB EFFBE ECBFD								
			BBBBE CCF F BBBAB EEEB BBEE EFFBB FB								

101. STV AGE

10003	F	172	CEBCE	ACBDB	ABCCA	DEODB	EPABA	GPDE	DDOPE	96	91	71	81	69	83	45	30
10003	F	182	CEBCE	ACBDB	ABCCA	DEODB	EPABA	GPDE	DDOPE	91	86	62	62	54	64	40	31
10010	F	175	BFFBE	AAACD	EABCE	CCBCD	DECCC	DEBEE	DEEEE	9	3	15	12	4	6	21	15
10009	M	173	CEBCE	ACBDB	ABCCA	DEODB	EPABA	GPDE	DDOPE	38	13	38	54	26	48	32	31
10012	M	168	BGGRE	AAACD	EABCE	CCBCD	DECCC	DEBEE	DEEEE	76	73	69	29	71	46	41	21
10011	M	172	CEBCE	ACBDB	ABCCA	DEODB	EPABA	GPDE	DDOPE	55	78	84	89	96	87	48	36
10197	F	186	AAACC	DGDC	DFACA	CEABE	EEABA	ABEEF	PBF E	80	91	76	88	81	88	50	36
10029	F	180	BFFBE	AAACD	EABCE	CCBCD	DECCC	DEBEE	DEEEE	67	36	25	10	0	25	36	13
10152	F	185	CEBCE	ACBDB	ABCCA	DEODB	EPABA	GPDE	DDOPE	35	31	15	44	26	25	30	21
10212	M	180	AAABA	BBDAC	DFACE	CEACC	ADADD	DFOFF	FCADD	53	54	91	79	71	88	49	37
10213	M	181	AAABB	BBDAC	DFACE	CEACC	ADADD	DFOFF	FCADD	80	80	87	59	59	70	40	34
10192	F	178	AAABC	BBDAC	DFACE	CEACC	ADADD	DFOFF	FCADD	28	52	0	32	37	36	37	20
10199	M	172	AAABB	BBDAC	DFACE	CEACC	ADADD	DFOFF	FCADD	58	29	50	51	29	54	40	26
10181	F	173	CCCCB	AFAB	AEDBB	ECALA	DACAD	DABEF	ABCFC	46	75	55	29	49	38	40	18
10220	F	172	DDREA	AEFAA	BAACA	AEABE	EPDDB	DFCEE	CCCPC	43	43	15	29	26	24	33	17
10160	M	171	AAAAA	BGGAC	DFABB	SCAFA	FECPA	CCFCF	CEBCE	84	71	71	48	37	56	42	26
10203	M	189	BFFBG	E	ED	CADBD	FFCDB	CEBDB	ADFFC	NO	DEPARTMENTAL	RECORD					

DEPARTMENTAL RESULTS

RESPONSES

I.D. SEX AGE

10166	F	180	ECCBA BBEAC DCADD CBCCC ECBCD DDEFF DDDEC	46	40	50	57	26	60	37	32
10180	F	189	BBDC A ABG D CEDBB CDCDE DELEF DDDDE CB	84	80	73	51	54	73	51	25
10010	F	103	FBGBF ABBA BECCD BBBDB CBCDD DEBDE EADCC	9	3	15	12	4	6	21	15
10019	M	172	DACE EBA E DECEE EEECE EDEFC ECCCD EE	67	76	80	79	80	91	46	40
10020	F	078	CFFBA AABBA BBAB CAADA DEFCA CCFCB DBABE	72	71	40	0	68	0	0	0
10004	M	172	CFDCB AA F CDCFC DBCFA ACDCB CBCBC CB	54	71	74	62	61	60	49	20
10097	M	177	CCGBA ABFCB AADCD BEACD EFFBE BFFDB BBCFC	35	4	15	65	3	52	33	32
10139	F	179	BBCBB BAJ B BBCEE AAACC DDEAF FFFED DC	NO	DEPARTMENTAL	RECORD					
10080	M	178	AAAAB DBDAC DFABB DCAEB ADCBA DEBDF DCCEA	23	45	78	79	68	72	44	31
10071	F	183	CBCA AAA D BDCAE BFCA AACFF ADDAD AC	72	29	58	67	21	56	38	29
10108	M	167	C BA AAABD EABCB BCACB AAFDD DDEF DCADB	97	97	99	99	99	99	56	47
10205	M	184	EDEAA AA E BDDAA EEEED FAFFE ABABB BA	84	99	97	44	88	73	57	19
10168	F	162	BFFCE AAACD EABED CCEBD CBDAB EFDDE ECDAB	99	83	74	72	63	64	50	22
10106	M	189	DDFIF FAH F FFEFF EDACC EDFFA FCCCD DF	76	73	71	48	90	66	44	28
10104	M	181	AAACB BEDAC DFACB DBADB DEECB DFDD AECDA	84	69	76	62	87	68	55	18
10103	M	182	BABDF FBJ F AABDE EDEDC DEAAA AEFDE AC	38	56	94	79	65	91	51	37
10086	F	174	EEBBB BBFAB AADES DCCDC FAFFC FEDDF DBDEA	76	52	40	72	51	77	41	37
			FDFAC CAA F AFCFE CAABE EBEFB ADFAE D								
			CGGBE AGACD EEBDD AEAED CAFFF FFCDF ECABC								
			FBBCF CAB F CFFFC FFCCC B FFC FFDFF FC								
			AAABC CBBAC DEACB CBBDC EEAAD DDAE FBFEB								
			DDDED FBI A EDBEC AAFDD ECFDF DCC F								
			DEDBA AEGBB ADCED BBDD FDBFA ADAEF CCCFB								
			AFDFC ACF F FFCFF EFCFB BCAFF CBDDF CF								
			AAABC DFBBC DEACA BBAED EEBCC EFFED ACCFB								
			FBBBF DBI E CCEFF BBEC EEBFF FFFEE EC								
			CBGB AAA C DEACB DEACC ADFFE BCDB DCADA								
			EBDCE BBG F FFFFC FDAAD CFFFB BCCCB FE								
			EEDBA CB C AA CA CDCDB F EB A DF C FF								
			CDD F EBE F CECFC EFDFF FCFCF BFFFF FC								
			AAAAA BBFBC DFAED BAADE DCPFF FFCFF FCFAC								
			FCFCF CBD F AAFFA FFCFA CF C FDDCF CF								
			AAABC BEEBC DFADB ACACB EFBCC BFEFF ABFFC								
			FEBBF DAG F BADFB BBDCB BBBFB BEEAC CB								

I.D. SEX AGE			RESPONSES														DEPARTMENTAL RESULTS																																				
10063	F	101	AAACC DFFBC DDABA BBAEA EPCBA BADAA ABBEA	EEBDF DAD D CBDAB DACEA ACBAF FDEBE EC	AAACD CGEBC DFAAE CAAEA EBCBC CECD DCCDB	CDBCC EBI D CDGCD BCDBC EACDF CEDBF EC	AAACC CF AC DFABC BBBEA EPCBB B AAF CFBFF	DDBDE CBJ B BCSEB BBBA DCAEF BDDEF FC	ECECA CB3BB AFABB BBAEB EFEBB BFBBB FBCCB	CEBAF BAJ E BBCEB AABDB BBBBF FEFC DC	AAABA BFFAC DFABD DBADC EFDAB DBDBD EBAFA	ACEBD DBJ A BAADA ABDGB AACAF CADAF EC	BBFFB EAABD EBBGD DBBDB EEDBB AADDD DCCFC	EDAFF AAG DBBEC EAADB ABAF DEEDA DC	BGHAC AGFAE ADEAB CCAEB FFBBC DEEA EFECF	D AEF CBJ F BBCEE FCBFD DCCAE FEBFF FC	CGHBB AGBBB AADBD CEADB FEBBA EDEF CCFE	EFEDF PBC CDBEB FCBGB CAACC CEEAF FC	DEBBB ADEBB ABCDB BCDD EFEBB DFFFF FCBAB	ECBEF EAJ F CAEFE EAFCA EFAFE EFFFA EC	CGGBB AAACD EBBDD BBADB IFBAA BEFFA ACCBC	CEACF FBA D CEDDD EECCE BAFEB BFFAC CC	DGCB AGEAA BEDCE DBAEA DFCEA CFFFF CCCEC	DEDF FAD F BBFD CDFFE EDBDF DFFDD DB	CCCCB AGFCC AABCA CBAEB DEED EDDDE DEDCD	BECDA CBF C DEDDE FFEDD EDEFE DEFFE EF	AAACB BEFAC DFADB BDADB ADEBA DFDBF ECBEC	DEDEE CBJ F BDBFE BDPEA DDAFE BBADE BB	EE GB CCFBA CJBAB AABBD BDBBF FFDDC FEDCC	CCDCE CBE F CDBDE CDCDC DDFFE DABC AC	BFFBE AAACD EABDC CDBDR BBEDE FDDDE EDBDD	DEEDD EBE D DEDED DDEEA LAACD EDDDE DD	AAABA BEBAC DFACA AAAEA FFCCC DDFCC CCCFC	FCCCF CBH F CBBCB AAD D ECCBD BFFDF BC	CCEBA AGFAB ADDCD BDEED BDCCD ADDFF CCCAC	DFDFF FBE FDCFC CFFCC FCFFC CCFCF CC	72 65 40 70 54 80 43 37	46 65 87 67 75 70 46 28	76 63 48 79 21 42 30 30	80 80 69 88 63 66 42 30	28 58 60 90 77 77 47 31	35 29 10 29 29 13 27 16	58 19 15 32 0 27 30 22	84 85 95 97 92 93 48 42	50 43 67 51 47 83 50 32	NO DEPARTMENTAL RECORD	11 3 3 29 5 8 22 16	26 19 35 19 26 13 28 15	84 56 81 96 92 82 41 40	23 7 15 8 26 12 27 15	15 23 25 44 63 34 32 24	84 85 81 88 69 66 53 19	80 88 97 99 99 99 57 44

I. D. SEX AGE			RESPONSES														DEPARTMENTAL RESULTS													
10137	F	173	AAABA BDBAC	APAEED	CEAEB	DDCDF	FDAFF	DBCDC	84	65	78	90	75	64	43	28														
			EBEBD CBH B	DCDA	DBCCD	DCBFD	EADED	AC																						
10138	F	175	AAACB BFDDB	DFACA	CAABB	AFABE	FAFFF	CCCFB	98	96	94	96	68	95	58	35														
			CFBFF FBI A	APAAC	BAFCB	AFBAF	AFPAF	AC																						
10135	F	177	CGGBB ABFAB	AEDCB	DDBEB	FFCAA	EEFFA	DCCFC	80	85	69	81	80	13	29	14														
			AAFFP BBF D	CBDED	DACFB	EBBCC	CPFFF	CC																						
10142	M	175	A ACC DBEAC	DFABD	BAADB	FFAB3	AFBBA	ACFFE	99	97	81	89	88	94	56	35														
			AFBAF BC A	CAAAD	DAFAA	AEBEF	ADEAF	EC																						
10133	F	171	BFFBE AAA D	EDDBB	BBBDC	BCBDC	BCCBD	BDCDC	6	13	8	0	5	4	22	11														
			BCDED EBD C	AACBD	BCEDC	BCCBC	BDCBC	DC																						
10132	M	180	CCGBA ABFAB	AADCD	ADCDB	AFFEF	FFDFD	ACCD A	35	7	58	54	51	88	48	40														
			ADFAF DBC D	AADFA	DDFAA	FDAFD	EDDDD	EB																						
10143	M	187	CEEBB ABFBB	AACBC	ABABC	AAFFF	BBBBB	BBBBD	8	1	11	10	5	30	30	24														
			BDRCB EBD B	CADBE	BEBCD	CBECS	ACECA	BA																						
10122	M	173	EAABB CBEC	DPADE	BECDD	AEBAD	FFDFD	DACF	99	88	94	99	99	99	58	44														
			DFAAF FBC F	BDAFE	CADAD	FDFFF	BFFFF	FC																						
10123	F	182	CCHCB A GEB	AAECC	CDAEB	DDBEB	EFEBE	BBBFB	72	58	64	35	49	36	37	21														
			DEBEF EBD A	BABFA	DAEEA	ABDBF	ADEDF	AB																						
10128	F	178	CCEBB ABBCB	AADDD	CDCDD	DFDAB	EFEFE	FCCFC	91	93	78	79	87	92	50	39														
			AADEF BBI F	AABEA	AAFBA	DLAEE	EFFFE	FC																						
10127	F	173	CEHBA ABECB	AACCB	BBABB	ADEFD	FEDAF	DCDDA	NC DEPARTMENTAL RECORD																					
			EDDDF EBH F	AFFFA	FFAAF	FAFDD	DDDDD	DE																						
10136	F	176	AAAAB BB3AC	DFABB	DBACA	DCCDD	BAACA	ACBAB	83	36	18	72	56	34	32	24														
			ABDEA CBG C	BACAD	CABCC	ACCCC	B DCB	BC																						
10125	F	178	CBBCA AAEB	CCDBB	DCBCB	ADEED	FFDDF	EFBDC	17	19	15	2	10	6	22	14														
			CBACA CBF F	CFFFC	FFFFE	FCECE	AFEED	CC																						
10140	M	178	AAABC CBFAC	DFABB	BCAEB	FFBAD	EDFBF	FABFB	99	93	97	86	93	96	53	39														
			ADBBE BBA E	EBAEB	BAADC	EDADE	ADDDF	EC																						
10075	F	173	BFFCE AAA D	E BCB	DADBB	A DBA	ABDAD	ECBAE	5	4	4	29	16	4	14	18														
			CBBBB AAF B	BBABA	DBCBB	ABDDF	BDD B	EC																						
10062	F	173	AAABA CGFAC	DFABB	CBADA	EEBAE	EDEAD	ECCFC	97	95	85	72	80	95	57	35														
			BABBF BAC E	BBADE	BBAEA	CECBF	FEFFF	BC																						
10107	M	176	AAABA BB3AC	DFADD	CDABD	EEEEE	EEEDF	DCCEC	94	67	83	96	94	94	46	45														
			DCDDF ABH E	CDDFA	DCDAC	BEABC	FECCF	FE																						

I.D. SEX AGE			RESPONSES										DEPARTMENTAL RESULTS									
10105	M	177	ECGBA CBDBB AADEA BECBE EEFFE FFADF FCBAB	76	76	95	72	63	92	52	37											
10085	F	179	FBEBCB E BDEFA EDFBD DDFFE BAAAD AA	84	91	80	96	80	92	49	40											
10087	F	179	AAAAC DEDAC DFABC EBAEA EFCBB BDDBA ACBEC	84	97	85	96	94	98	54	40											
10089	F	167	BBBCA DAF A BBBBC BBDBB ACCDE BDDDF EB	94	89	74	72	73	60	46	23											
10088	F	177	AAABC DEEBC DFABC CBADB EFBDA ECEEB FCCEB	63	78	90	85	87	80	47	33											
10090	F	169	BDACE BAH B BBDCB ABBCB DBBEE ADDAF A FC	96	95	55	83	80	91	48	40											
10078	F	174	AAACB CEEBC DEABC CDAEC EFBD EDEAF A	76	78	53	77	31	62	41	29											
10079	F	159	EBDCF EAJ A CABAB DAAFD CCAFD DEADF DC	72	97	83	98	93	91	52	36											
10072	F	179	AAACC CGFBC DFABA CBDBB FEABA DDEAE FCEEA	99	99	99	99	99	99	59	48											
10073	F	179	DAAAD AAI D BABAE DAABA BAAEF DDDAD EB	42	45	53	48	26	50	34	30											
10070	F	179	AAACC DEEAC DFABA DBAEA FEBDB DEFDE BDCFA	91	89	78	89	92	86	50	34											
10074	F	175	ABBD EAA E CACAD AAEBC BCBDE BAAE EC	72	43	53	41	56	72	46	29											
10068	F	176	C BC A BB ACDAC CB E EFCCB AFFFA CDCFB	86	75	74	93	86	93	50	40											
10067	F	179	BDCCF BAI B CBBD CBDBB BBCDD EFIA FC	99	99	99	99	93	98	58	45											
10069	F	174	CGGBC AGBAA BAEBE DAAEA EFBA EEBE BCCFB	80	23	46	83	37	50	37	27											
10061	F	173	BBEF BAJ B CBDA DABBC BCAF AFFAE EC	97	98	97	93	97	95	55	37											
10064	F	179	AAABB CBDAC DFABB CCAEB FEBAD EDDEF DBBFB	94	80	80	70	86	91	53	35											
			ADADA AAC D BABAB AAFDA AABFF ADDDF DC																			
			A ABC CBDCC DFACA CC EE FE EFEDF BBEFB																			
			FB DF DAD D CABFB AAECF AABFF EDDDF DC																			
			AAABB CEFBC AFABD CCAEC FDABA FFFFA ADCFB																			
			CBADA AAA D BABAB AAFDA AABFF ADDDF DC																			
			BFFBE AAAAD EEBED CEACC EDAFE FDDDF BCAEF																			
			FFEDF AE B AEBFC DBCCC ADCFD FDAFF BC																			
			AAABA CEFCC DFAEB CEADC EFDDD DFFFE EEBDA																			
			APEAF DAI E BDADB DAEEA AADEE AAAAE DB																			
			AAABA CGBAC DFABB DDBEB EFADE EEEBF EBBEA																			
			BAAFF DAH E BCCDD AADCE ADCFF DDDAF BB																			
			DGGBB ABEBB AADDD BDCCC FFDFF FCFDF																			
			FEFFF FAJ F BFDFF DFPCF FFEFF D CFF FC																			
			AAAAC CEBAC DFABA ABBEA AABBE B																			
			BAB B																			
			AAABA BEFBC DFABB ABADE FFDDE FCCFA																			
			EFCFF CAE F CBCFC CDCCC DCEEF BFFDF EC																			

DEPARTMENTAL RESULTS

RESPONSES

I.D. SEX AGE

10065	F	171	AAABB DBBBC DFABC BCADC EFABA FEEBF DDAEB	99	95	80	90	81	98	58	39
			DAABF AAF D BCAP DABBA ADBFE EDDAF EA								
10116	F	180	AAABD DEBAC DFAAC CAAEA EPBEE FEEFF CCEFA	97	92	93	91	80	86	52	32
			EEBEF FBG E CDBFB FCBBC EPCFF BAEBF FC								
10081	M	180	CGGC ABF B AEDBD ACADB E	76	78	94	90	65	90	51	36
			P AB D B								
10117	M	176	CGGAC AGEBB AADDD BDCBB EDDCA DDEFF BCCFD	94	88	99	99	96	99	57	48
			CFCBF EBH D AABBB DABEA AACFF FDDEF FC								
10008	M	177	DBGBB AEDAB AECAD CAAEA EEBFF EFFFF ECCFC	99	95	95	96	98	97	59	37
			AFACF CAI F CDCDB DBBB DFCFF FDDDD EC								
10018	F	175	AAACC DGEAC DFAAA DBADC FDCBA EDDBF DABFE	97	80	93	94	77	93	49	41
			BFBB A CAI A CCDEB FEFBB ACCEA EDFAE FC								
10021	F	163	CCBBB AGFCB ACDDD BCDDB EADDD BPDAP FCBEA	99	97	74	88	73	96	51	43
			AEBEF EAP P BBAEE DADCA DDDFF FDDBD EC								
10023	M	180	CGBB AADCB AACDA DCABE DCDBB CDDAF ACCDC	76	45	83	91	77	92	47	42
			DADDF AAD D BDCEE AACAB PBEFF IAAEE EC								
10026	F	174	CECPA ABABB AADBD DDADC EFAED EPEFF EBDDE	46	43	55	29	59	15	23	21
			FDFFE EAG E FEEFF ECEEE EDEEE FEEFF EF								
10028	F	179	AAABC CBBAC DFACC BBAEB FFBEE APEBF EAAFB	46	95	97	98	94	84	54	47
			AFBDF CAI F BBACE BDODD CCBFF FFFFE EA								
10030	F	180	CCCPA ABCBR AADDD ADBDC EFDDB CFECF ACCEC	72	60	59	63	84	56	33	39
			EFCBE BAA F CDCEC EFCCE EC AD BFFFA BC								
10150	M	176	CCEBA ABEBB AADDB BDDDB DFDD B DDDF DCBEC	58	49	74	77	81	79	51	28
			FCADF DB D BDBDD DABCA DBAPA DDDFA BC								
10154	M	174	DBGBC AEEAB ACCAA AAAEA EDCBA EDEBF BCCFC	NO DEPARTMENTAL RECORD							
			BEBAF BBE E CBBBB EBFCA DDBFE AAAAF BC								
10153	F	178	EECCB BGFCB AFADB DCBDC FFAFB BFFFA CBAFB	80	84	78	62	81	62	49	32
			BACAB BBD C BACAB FBCBC DCBAD CEDAD EB								
10204	M	182	EECCA CDFAB ABCCD DECCB EFAED AFPEF CFCFA	88	75	78	88	95	94	49	42
			FBACF DCE F CACFD DCABD LAFFA DDDCF DB								
10208	M	181	CEGBB AB BBB AADCB DBAEC FFDCC DDCCF CBCAC	76	71	80	67	75	70	43	31
			CFAEF BCI F CDCDC DDFDA DAAFF ADDDF BC								
10209	M	088	E E B EFD FFD F FF	72	54	94	83	87	94	51	40
			F DCJ D FFCFB DEABF FC EF BABDF AA								

DEPARTMENTAL RESULTS

RESPONSES

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11019	M	274	DBCBA AEFCB AECEB AEAE AEAPED DABFF DCEAC	80	82	85	90	92	66	41	31
11021	M	184	FBPBD DAJ D EDDEA APCBD EAEFD DAABD EE	42	29	30	38	68	60	42	27
11022	F	187	BFFBA AAACD EABDD AECEB CBLCA EACEB CBDBD	23	29	35	59	19	20	28	20
11023	M	176	CBDEA CAB B CAEFC FBFCF DBADC FFFCF CC	67	44	48	86	71	70	33	41
11025	M	000	BFFCE AAAAD ECBAA DBAEB ADAFA DFFDF ECCFF	28	40	58	41	68	20	29	19
11026	F	000	EAEDF BAC D AADFF EAECB FDLAF DFFDD DD	97	85	60	72	54	82	50	31
11054	F	175	DCBBA AFEAB AACED CDADD AAEFB FACAF PCFDC	97	97	98	94	80	91	54	34
11058	F	175	EAEDD AAD A BFDFF EEAAD DAEEB FABAF DD	54	63	46	32	47	38	37	21
11038	F	173	DBBBB AFECB ACDEB DABDB BFDCE CFCC DCCFC	91	95	78	29	59	70	53	21
11039	F	181	CDCCC CAF C CCDDC ABDDC DCECE DEDEB DC	91	76	67	48	37	56	47	20
11057	F	163	CGGBC AFBCB AEDBA CBBDB FFBBB EEEFF FBCEP	56	93	81	97	83	96	54	40
11049	F	174	AFAPF FAG E CEFFC EEAEE FBBEF BFEFF FC	67	89	62	65	0	66	50	22
11031	M	178	CGGAC ABFAB AEEDB CBADD ADABD FDDFF DCBFC	67	65	50	61	92	68	44	29
11050	M	185	DDAFF AA E EFDFD F DFC DDAFF EDFDD EB	12	54	62	38	77	56	40	27
11035	M	173	CCGGB AGDCB ABDCA CBACB DBEBD ADDDB DBBFB	84	91	99	99	97	93	48	42
11046	F	179	AAADE AA I D ADSEE LADBD LDCAE EDDAA DB	63	80	58	86	80	90	49	38
11032	M	182	CCGGB AGBBB AADBA CCAEB DEFFE FFBDF FCCAE	67	71	58	59	81	58	40	24
			AEPCA AAJ E CCAFB FAACE EABFE AABAE AB								
			CGGGB AGBBB ADEBA BCSDC FFEAB AEFEF BBFBF								
			ADAEF DAH D BABDD AAAAA ALEDE EDDFE EC								
			CGGCB ACEAC DBEBA DBADE DDAEA ADEAE FCEDB								
			ABADE BAJ A BDADD ALABB DADBF ADDAD AB								
			BFFCE AAAAD EEBCB DBADB AACBA ADEAE ABADB								
			DBAAA BAB A BAADA AAABA AAAAD EDAEA DA								
			CB HB AABCA BAACC DACDB EAAFF FFEFF FFCAB								
			CACAC CAA A CCAAF FBCC CFEDF BFDBD FF								
			CCDBA AEBBB AAECB DCADB ADFFB BFAAB FCCDC								
			CHBAD AAF D AAAEA DFFCA DAAAA DDDAD CA								
			CDCBA AGFBB AADCD BBACD FFADD FFFFD BCBFB								
			EDEEF BAG F ADBFA AFCBA FEED AFFDD AB								
			BFFBE AAACD EDBDD BCCCD BCFED DDAEF EDEEE								
			EDEDB EAC E BDEEB DAECA DDEED ADDDE DA								

I.D. SEX AGE			RESPONSES										DEPARTMENTAL RESULTS									
11099	F	174	AAABC	DFBAC	DFAAA	CBAEB	FEBED	FEFFP	BCAFB	94	75	84	86	88	93	52	38					
			AEAE	BAJ D	BAAEB	AAEBA	AAAFE	AEDAF	AC													
11105	F	175	DGGBB	ABBA	BDDDD	BCBCA	AFCBA	FADBE	FCCEB	88	71	48	67	69	58	43	25					
			FFFD	FBF F	BDDCF	EEFCB	FDBFF	FFFPF	AC													
11124	M	184	CCGBA	AGCB	AADAA	BBADB	AADAD	DFCEP	PDFDB	72	54	60	88	71	62	38	32					
			FFACF	CBE D	BAAEC	ABABC	ECBBF	BDDBD	AC													
11125	M	180	DCGBA	AGCB	AADAA	BBADB	AADAD	DFCEP	EDFDB	88	78	83	41	80	0	0	0					
			FFABF	BBF D	BAADC	ABABC	DCBAA	ADDD	AC													
11100	F	169	AAABC	DFB	DFACC	BBAEB	FECDD	EFFED	ACCF	80	99	80	89	80	96	56	36					
			DFEDA	BBA F	BAAAE	FAFBA	DBCEF	APFAE	EB													
11097	F	182	AAACC	DGBAC	DFABB	ABAEB	EFBBA	FFAEP	FCAEB	72	75	87	72	65	93	51	39					
			FBADB	BAH F	BEBCF	DEBCF	FBAFF	CFDD	FC													
11111	F	173	AAACC	DGFC	DFAAA	ABAEA	FFDFB	FFFFP	CCCFB	88	93	73	89	84	96	57	40					
			FFFCF	FBF F	BDFFD	FFBF	FICFE	FFFFP	PC													
11095	F	157	AAABC	DCFBC	CFAAB	EEADB	EFBBD	AFBBD	FCDFA	80	95	90	86	71	90	49	38					
			BDDCF	BAF F	BDCBB	DAFAD	DDBFF	FFFEF	EC													
11094	F	179	EBGBB	CGBAC	DFACB	DCBDB	EFBBD	BFFAF	EAFBC	76	75	53	51	37	56	45	22					
			CEBFE	AAE F	BBAAB	ABEAB	LABEF	FFFFP	EC													
11096	F	179	BFFBE	AAACD	EEBAB	EEADA	EFEB	AFBBD	FCDFB	88	92	93	97	92	88	46	40					
			ACECF	BAG F	BBEAC	BBFCB	LDBFF	FFBF	DC													
11098	F	175	EEGAC	DFEBC	DFABD	DCAEA	EFDEA	BFDDB	ABCEB	43	67	35	77	49	70	43	31					
			BFEDF	EAI E	BBAEA	EEFCE	FCCAF	DFFFB	DC													
11103	M	199	BFFCE	AAAAB	EBBBD	BCADB	EBBEE	EAEDF	EDFFF	26	8	15	10	26	5	16	16					
			FADBD	ABD F	EDAFE	FEDFD	AEDBE	FFBE	FF													
11113	M	181	BFGBE	AAACD	EABCD	CEBAD	BAAAA	ADBED	CDADC	35	23	11	35	45	17	25	21					
			DDDBD	DBD A	ADALA	DDADF	EADFE	DCBAF	DA													
11122	M	179	BFFBE	EAAAB	DEBED	CEDBE	CFBFF	FFDBA	DEFED	9	13	10	6	37	12	31	11					
			CADC	DBC F	FFFFF	FFFFC	DCBAE	CBCFF	CF													
11104	M	173	BFFC	EAAAA	DEEBC	BCCBC	BAABB	AAAAA	AAAAA	26	47	8	62	31	22	21	22					
			BAABA	BBE A	ABBBB	AAAAA	BAABA	ABAAA	AA													
11112	M	178	EBHBB	BGFAC	CFDDB	CCBDC	DAAAA	ADAEF	EBADC	96	92	81	81	80	95	55	37					
			DDAD	DBC A	ADADA	DADAA	AADBE	AAAAF	AB													
11061	F	179	AAGCC	CGEAC	DFADB	ABAEF	AADBB	CDEBF	FCEFB	91	82	84	75	56	75	43	34					
			CDBEF	BAB A	CDCEB	BCFCB	DFBFF	FFBFF	EC													

DEPARTMENTAL RESULTS

RESPONSES

I.D. SEX AGE

11079	F	166	CGGBC	AGBAB	AEDAB	CBAEB	EDCBD	EDDAF	CFCDB	84	89	78	88	90	87	48	37
11067	F	175	ABACF	BAJ F	CDCEC	FAFFC	EECFA	FF EF	FC	15	43	38	14	31	44	40	21
11072	F	180	BFFBE	AAABD	EABDD	CECCB	FFEAD	BFFAF	FDCFB	76	56	48	26	51	34	33	23
11062	F	160	AABAF	FAH F	BAAFC	EDAFD	DCAFF	EFFAF	CB	67	91	76	99	98	97	50	46
11073	F	174	AAAAC	DFBBC	DFAAB	DBAEC	BACAC	DACA E	BCADC	50	78	69	67	80	73	46	30
11066	M	177	BBABA	AAC B	ACBBB	BACCB	ACCD C	EADAF	CC	15	25	10	3	5	11	23	18
11068	M	169	AAABC	DFDBC	DFAAA	BBAEA	FFBAD	EEDDE	CBBDF	80	89	49	79	97	86	46	38
11069	F	180	DAADF	FAC B	CACDB	ABDCB	ACCPF	EDDAE	FC	58	43	38	72	44	48	31	32
11081	M	172	BFFBE	AAACD	EBBAB	BCADC	ADDBA	EDADF	ACBAD	67	75	83	85	87	86	51	35
11074	F	180	AAABF	EAD A	BAADA	EADBB	ADDEF	ELDBA	DA	19	23	10	0	10	32	26	27
11080	M	180	CCGBA	ABDCB	AADED	AEDCE	EEFDE	EDEED	DEEDE	50	73	64	79	90	62	36	34
11085	M	182	DCECC	DAG D	BDDDC	DDDD E	ECDDA	AAAA C	CD	97	80	46	94	77	79	45	34
11089	M	177	CCGBB	AGEBB	ABDDD	CDDBD	AADFF	EFBCF	FBBBC	54	86	76	83	92	93	53	37
11087	M	191	FCFBF	DAI D	DFEFC	FDCC E	FBEFA	BAABC	DB	72	69	71	51	89	46	47	15
11076	M	194	AAACB	CGFAC	DFADD	CCACB	DFBBC	AFFFF	FBCFA	41	76	90	85	86	94	56	35
11088	M	178	BDBCE	DAJ F	BBCFA	BEBBD	CFCFE	EEFAD	DC	72	99	89	91	92	96	55	39
11070	M	174	AAABA	CGFAC	DFAEA	AAAE E	LDFFD	EFDEF	BCFDF	58	45	64	81	80	62	34	34
			FCFBC	CAB A	BFFFA	DDDC C	DEFFD	DDDC C	EC								
			AAABC	CBEBB	ADACB	CCBDB	CBABA	CADCF	ECDCF								
			DECFD	EAE	FFDFD	EDEFB	DACAD	ACBDD	BD								
			EBGBB	CBFAA	AFD B	CBBEA	DFBAD	BDEDF	BCCEB								
			DAACA	AAA A	BAEAB	ABABE	ABBF F	CADDF	FA								
			DGHBC	AGFBB	ABECB	DDAEB	BFCEB	BDFEF	FCBEE								
			BBDBD	DAF A	CBBD E	DBFBA	DABFD	FDDAF	EC								
			AAABC	CGEBC	DEACC	BDBBB	ADDPF	FDDDF	CCDC								
			DDDBD	DAJ D	DDDD	DDDC C	DDDFC	DDDEA	DA								
			DB GC	BABEC	ABCCC	BCCBE	CAADA	ADADF	BCDAC								
			CADBC	BAH A	ADAEA	DDBDA	LBABB	BAAAB	AA								
			AAABA	CGFAB	AFAAB	ACAEB	FFCAF	FFDFD	PCAFC								
			DECCC	FAG C	CDCFC	FACFC	BCDFE	CEFFC	AC								
			AAACC	DFEBC	DFABA	BBBEB	FEEDF	DABCF	FCAAA								
			ECDCD	CAI E	ADDD E	EFFCD	FEBFF	FBDFF	FB								
			DGHBA	AGFCB	ABCCB	CBBC E	FFAAC	FDDAF	CCCDF								
			DFFFF	CAA	DDCAD	CACFA	ACCDF	CDDAF	AC								

DEPARTMENTAL RESULTS

RESPONSES

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11084	F	177	BFFBE AAABD EABCB CBAEB DEADA DFEAF EBBEB	80	58	0	86	0	85	49	34
11064	M	190	EFEAF BAE F BDDEB EDDDD LAafa BFAAA DA	97	80	64	48	87	80	47	33
11065	M	185	BFFAE AAAAD EEBBB ABAEA FBFAD EDFAF ACCEF	35	19	11	20	39	24	29	21
11071	M	178	DFDFF FAE F CBCCC CFFCF FCBFF FCDBC FF	88	47	67	72	73	62	37	33
11086	M	173	BFFBE AAACD EABED CEDCD BCBCB CDCAC ECACA	99	96	99	65	98	95	58	34
11063	M	183	DFFPB AAF C CDCBD BFECF CFDCB DBEFD BD	58	45	43	94	84	56	28	39
11003	M	000	CC BB AGEBB ADDCD CCAEB EFBBD BFFAD DCAFC	19	36	43	32	56	48	40	33
11012	M	140	DAABF CAB F CACFC BADCA FCCED CDDDF DC	26	33	10	54	31	32	30	25
11015	M	000	AAABA CEFAC DFADB ACCDC EDABB DDDEF ACBEB	NO DEPARIMENTAL RECORD							
11017	F	173	BDABD EAG E BABEB AADBA ABBFE ADddd DB	54	71	67	57	37	44	39	22
11018	F	000	CCCBA ABECB AACDD CBDCC FFDEB DF EF FCCDC	42	56	60	81	49	64	36	35
11024	M	000	DCCBF EAD D BALDE DAEBa AEDEE EDDAD DE	35	23	50	14	47	48	36	25
11055	F	176	BCFBD AFDBA BDABA CCAEA BAFCB DAFCF CBACA	26	36	11	4	8	20	30	16
11080	M	169	DEDBA PAD C CAABA DCEAE DEBCB CACAF DE	50	73	64	79	90	62	36	34
11056	M	181	BFEBE AAACD EABBD DCAEB ACBCA DACBC FCBAC	43	52	68	93	69	56	33	34
11036	F	189	BDPCB BAC C DABCF ACBEC BACEE ADDBA CB	84	65	58	6	31	34	40	16
11037	F	183	CCCBA AGBCB AADCD BCCBD ACECB CBCAB DEEFF	54	52	53	48	39	36	28	29
			FECDA BAF F DFEBF FFAPF DFEED AACEE EE	NO DEPARIMENTAL RECORD							
			CGGBA ABFBB AADCA CDBEB BBddb AEEAA BCCCC	54	71	67	57	37	44	39	22
			EBBBE BAH B BAAFA ADAEE EADEF ADAAE AB	42	56	60	81	49	64	36	35
			CGABB AFECB AAIBC ECAEC DFADC AFDDF FEFDF	35	23	50	14	47	48	36	25
			DFBAE CAI D BACFD ADCCD AAECE FPCBD FC	26	36	11	4	8	20	30	16
			BFGBE AAACD EABDD AEADB CDFFD DFAFF FAA B	50	73	64	79	90	62	36	34
			FADCD AAE D CCDCD ECCAE CEEAA EABDC BE	43	52	68	93	69	56	33	34
			BFFBE AAACD EEBCD CCBAC DBCDB AECEF BABCE	84	65	58	6	31	34	40	16
			DCADF FAF A DBACC BBCEF ADDED BACEA DF	54	52	53	48	39	36	28	29
			BFFBE AAACD EBBAC CBAEB EFBFF EEBBF FFCFC	NO DEPARIMENTAL RECORD							
			AAEBA BAA A EECDA DEEDC DACEE CDDDE DC	54	71	67	57	37	44	39	22
			CBDB BACCC BABDE DCEAB CAABA AAAAA FBCCA	42	56	60	81	49	64	36	35
			CDCAD FAG D DAAAF CAACC AABBF EFAAA FA	35	23	50	14	47	48	36	25
			DBHBC ABBBB AEDEB DBAEB FACCA ADEEA ABCFF	26	36	11	4	8	20	30	16
			DFBAF FAG B CBBDE DDCCE ECBAD DDEAF BC	50	73	64	79	90	62	36	34
			BFFBE AAACD EDBCA BBACD EFBFF EABEB DECAC	43	52	68	93	69	56	33	34
			FFABF CAH D BBBEC EDBEB CBABD BDDBF AB	84	65	58	6	31	34	40	16

I.D. SEX AGE

RESPONSES

DEPARTMENTAL RESULTS

11114	F	182	CDBC AB B BDDCA DBCCB FF DD BDDFB PDDB	26	23	58	12	10	9	20	19
11119	F	183	EADBF PBE A ACFFE DAPCF FFCFF CFFFC FC	67	95	83	88	71	73	43	33
11117	F	182	AAABC DEFBC DFBFB BCAED AFBFA FEBBF FCBEF	42	36	35	48	10	36	33	24
11118	M	178	FFFF FBJ F BDFE EFDC EAFBA EFD D CC	50	23	69	38	87	48	34	29
11008	F	188	BFFBE AAABD EBBBD BCBDB FEBBA CEDCE CBEEC	63	65	40	65	54	73	46	30
11078	F	182	DBCB CBH E ABFAA AAAAB CDEBE BABBF CB	5	29	2	26	5	20	31	17
11075	F	178	BFFBE AAACD EEBCE AECBA AEEA AACAE AAAAA	58	64	25	6	16	27	38	14
11005	M	186	AAAA ABI A AAABF AAAAA AAAAA AB CB BE	10	13	5	20	26	6	18	16
11033	M	168	DECB ADCB ADDDB CCBCC BCEDD ABADD DADBC	7	2	25	0	5	8	25	13
11082	F	175	ACADA D I A CADAD BAC E EABCD BADAD BC	63	63	53	17	44	60	46	23
11700	F	190	DCCCB ABDBB BCDEB BEAEE EDCEC EDEDA DECDD	NO DEPARTMENTAL RECORD							
10178	M	176	BBCDE AAI A BDBFB CFBFD CDADB FCADB DD	94	95	97	94	99	96	53	41
10198	M	178	CCCEB AAGFB BAADE DCDCC CAABD CFBAE EAEFF	35	38	6	28	51	32	34	21
10195	M	180	CEBFC DAF C BBFC DBC B CEBDB ABCBE EB	23	25	40	90	63	85	44	37
10180	F	080	CCDBA ABBCB AADDD TDBDE LAEEE DDDDE ABBBB	84	80	73	51	54	73	51	25
10193	F	173	LAFFE EAF B AABDC DDBEA EABBA BFFFF CC	28	36	40	59	39	25	26	25
10182	F	175	BEEBE AAACD ECBCA CCCCC AAABD BCBDA BDCBD	6	1	2	3	1	1	19	20
			BCDAA CAD B CBCBC BCABC CBC								
			AAABC CGFAC D3AAD BCAA FFBDD FFFFF FFBFF								
			FFAAA PAC F AACFB FAAPA FECFF FFACF DD								
			BFFBE AAACD EBBDD CDBBD DBBEA CBCAF BDFFB								
			CAFDC EH F FFFFF DFFFF FCDFF FCECD FA								
			A ABB CBDBC DFABB C ADB D DE DEEAF E E								
			DABE ABI A CBBDA DAECA EDDEE AEEAF FC								
			B ABE D EC D C FFB DE E D CFD								
			BD F BI C CBBBA ADDBB DABDD CEEDF DB								
			BFFCE AAAAD EBBDD DBEC DDAA EFAAD EBEDA								
			DADAA DBF E AADEA DLEAD DADED ADDDA DA								
			FE								
			BA B BBCDC BBECB ABCDF CDDAD FC								
			DECB ABDC ABCDB DBCEB EDABA DEDDF FCEDE								
			AEBAE DBD D ACDD E ECBAB DCDEE EEDDC CB								
			EBGBB BFCCB ABCBB CCCCC FADDE BCBCF BCDCB								
			DECCA CBC C ACDFC DDCDC DDCDF BCCBB CC								

I.D. SEX AGE			RESPONSES										DEPARTMENTAL RESULTS									
12075	F	179	DCCBB	ABDCB	AADCD	BEAED	FFFEA	BPPEF	FBCFC	96	97	88	86	80	96	53	41					
			FEFFP	FAP E	ABEEA	FBADB	EEDFF	BFPEE	PB													
12076	F	176	DCCBA	ABBCB	AEDED	CEAEC	FFFEA	EPPEF	FPCFB	72	65	64	29	61	36	37	20					
			BCEFF	PAG F	BBBEE	DADCE	BCCFF	BFFFF	FC													
12054	F	176	DCCAC	AEBAB	ACCCA	CCBEB	DDCDA	ADDDC	CAEDC	35	25	25	38	16	19	25	22					
			BDCDF	FAE F	CDFEC	BBBFE	AABDF	CFFFF	DB													
12072	F	177	DCEAA	AGDCB	AADEB	CDAAB	FEFEB	AFFAF	ABAPC	91	56	67	54	59	68	53	20					
			PDACE	PAC E	DABFC	AECCE	IBDCE	CAABB	BC													
12088	M	184	CCGGB	ABDCB	ACDDD	ADBDD	EEFFB	EFECF	DCBEC	84	40	48	79	56	50	37	27					
			FBABF	FAI E	CDDDD	FDAEE	LAAPB	ADDCD	AB													
12035	M	186	CCGBA	ABDCB	ACDDB	EDBDD	DEFFB	FFFCF	EBDDD	50	4	38	32	44	34	30	26					
			EBDDB	DAF E	ECEFD	EDCBF	EDCEB	DCEBD	BB													
12071	F	176	CCGBC	ABBBB	AADAC	CDAEB	FFACA	AFPEE	PDAPC	84	69	76	54	47	90	48	39					
			DEDA	CAB F	BAAPF	FAFCA	FAAAE	FFFFD	DC													
12084	M	189	CCBAA	ABFCB	AADCD	CDAED	EPPEF	FFFFF	FCEDF	42	31	48	41	54	32	33	22					
			FFFFF	FAE F	CAFFF	PAFCC	PPPPP	CFCAC	CC													
12044	M	189	CDHBA	ABGCB	ACCCD	CCBEB	ACFFC	FFCFF	DCFCC	72	29	48	57	31	50	41	23					
			FFFCF	AAE F	FFFCF	PPPPP	PDFFC	BCCCC	BB													
12041	M	184	CDGBA	ABDBB	AACED	CCAED	ACFFC	FFCFF	DCFCC	88	65	83	65	68	62	47	23					
			FFFBF	AAB F	FDEFA	FFFFF	FAFFC	DBCCA	AD													
12050	M	170	CGGBC	AGFCB	ADDAD	ACADD	ADDPE	EFDEF	CADDB	NO DEPARTMENTAL RECORD												
			FEFBE	EAA F	EEDFC	EEDCB	FBCE	FEEDB	CA													
12048	M	176	CEGBC	AGEBA	BBAEB	CCAEC	DBFCE	ECFCF	EEFPC	10	23	20	20	21	6	24	12					
			FFFFF	FAI F	CPCFF	FEFEE	ECFFE	EPFFF	FC													
12045	M	178	CDBBA	ABDBB	AACDD	DDAEC	FEFEA	FFDDF	CCEFC	91	73	60	65	56	82	49	32					
			FBABB	CAF E	CBHFA	BCCCB	DBBCE	BAABF	BB													
12046	F	172	DGGBC	ABBBB	ACDEB	CCAEB	DCCBC	DCBCD	DCCCB	42	29	20	26	10	22	30	19					
			CBABC	BAG D	CACCC	BBDBC	ABCBA	CADEC	AD													
12104	F	179	FAABB	BBFBC	A ACB	CCADD	EFCD	DDDE	PBAFF	28	19	8	26	29	22	26	23					
			DDFFF	FBE F	FPBFE	FDCFD	FCCFE	EFFCC	BC													
12106	F	177	EGGCB	B EAB	AFDBB	CDDCD	FFBBE	EPFFF	BCFFA	42	40	33	48	49	38	36	22					
			CBBAF	EBG F	CBCEP	EBFDB	EEDFF	FFFFF	AC													
12116	F	179	AAABC	CBEB	DFABB	CCADB	EEBBB	AEEDF	DCCDB	96	78	69	70	84	60	47	22					
			EBBDF	FBG F	CAAFE	EBDD	ADABF	EDEEE	DC													

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RESPONSES

DEPARTMENTAL RESULTS

12121	F	184	AAACC BBBAC DEABA CCBCB BBFCC ACCFA AACCF	23	15	10	26	8	32	34	23
12005	F	172	DCDAA ABB D CBCDD BCDED DBCCB DDDDE CC	50	23	11	8	29	9	30	9
12001	M	182	EGGBC DBFAB AAACC DBAEB FFFBF FFFBF CCCFA	76	19	27	26	26	25	28	23
12002	M	182	BEDEF FAB D BACEE ADFCC BAFBA FAABA FC	26	7	27	44	37	27	30	22
12007	M	174	DBFBB ACBCB AACDA DDCDB DDEDD DCECF ACCDC	84	63	80	51	80	93	51	39
12067	F	173	CBABD BAC D BDBDB AACBA ADDEA BADDE EC	7	1	4	4	16	4	13	19
12058	M	187	CCEBA ACBCB AADCA ADAED DCEFB FFEFB ACFFE	35	3	25	1	16	15	28	16
12042	F	176	BBEBB DAH F BABFB BBBFB BBBFF CEBC CC	76	93	74	35	63	86	47	37
12036	M	175	CBGBA ABBBCB BCCBA DBADA ECCBD EEFEF CBAPD	26	29	53	38	54	27	26	26
12037	M	179	CBAED CAH C DEDEB ACCDF BFDCF CIEDE CB	NO	DEPARTMENTAL	RECORD					
12049	M	186	CBCBB ABECB AFCDA BCADB DAABB BEBEF FBBFD	NO	DEPARTMENTAL	RECORD					
12091	M	175	CCBFF FAI C CECEB BAEEB EBEEE EFFF BC	80	56	85	70	44	87	49	36
12092	F	183	CCHBC APBCB AEDBB BCADD FFDFF DFFCF CACFA	54	23	55	44	39	44	35	26
12093	F	179	FAADF DAC F CFFFD FFEFF FEFEF FFFFE DC	76	83	67	48	31	79	51	28
12094	F	176	CBDDB ABDDB AACAB ABAEB EEEFF FFFF FFFCC	91	97	89	77	80	77	47	31
12095	F	174	FCFCF CAG F FFFFC FFFF CFFFC CCCCC CF	99	97	89	89	84	90	52	42
12096	F	175	CCEBB ADPCB AADEB AEAAE CFFFA FFFFF CCCFC	96	93	64	59	65	93	93	37
			CFFFF FAH F FCFC CFCFC CFCFC CFCFC								
			DDGGB ACEBB ABDDB CEBCD DEFCF FFFFC								
			DDEDF FAJ E CACEA DEDCF FEDFF FFFF EB								
			AAABC CEFBC DFAAA CCACA DBBDD DBBDE EC								
			DDBAF BAB E BABDB BBAEB AFCAF AFADF FFCFC								
			AAABB CBCAC DFABA BBAEB DAADA DDDDF FC								
			FAAFF BAC F ADCIB FDCCF DFBA A EFDDF FCBFC								
			AAABC DBFAC DFAAA CCAEA DFBAA BFFF EC								
			FEAEF DAD F DFFFB EFCBE FCBFB FFFF EC								
			AAABC DBFBC DFABA CAAEA FFBAA DAEDF DBBFE								
			CEFFC FAE A BACAE AAFDA AFADF EC								
			AAABC DFBBC DFAAC CCADB FCCD DECE ECCEB								
			BDBC FAF E BABBE ABDCE DACEF DDDDE FC								
			AAABC CGEBC DEABD BCADC DFBA A DFFEF DCBFE								
			FDDEF BAG F BBBFE ECBCD EFAFB EFFAB FC								

I.D. SEX AGE		RESPONSES										DEPARTMENTAL RESULTS									
12097	F	176	AAABC BFFAC DFACB CBADB AEAAD BEDAE BCAED DBEED FAH D AADBD DCBDF ADDAD ALADD DB	84	15	15	26	29	19	33	14										
12098	M	174	AAACC CEDAC DFABB DAAEB BFCDD CFDCF FCCFC CBCCF FAI D CBCCC BBECB ECCFB CDDCF BC	72	71	84	79	92	66	45	27										
12099	F	172	AAABC DFBAC DFABB DCAEB FDBDA EDDDF EBBB DDEEF BAJ D BAEAA AABDA DDIDD BDDDF CA	91	89	91	83	84	95	55	37										
12100	M	179	EGDBA BDBCC ACABD ABAEA DECDC EFEDF DEEB DEFED FBA F CEDFC DCEDF EDCAB DCDCC DE	26	36	6	35	44	40	35	24										
12101	F	176	AAABA CBEAC DFABD CBADD FFBAA AFEDF FAEFC ABAAF CBB D AACFB FBPCB FBBD F DFFAD FC	91	85	78	65	56	85	49	34										
12102	F	177	AAABC BBEAC DFACB ABAED DDBED FCABF ABEDE ABABD CBC F BAAAE EBPCA DFBFF BEEF FC	46	58	64	81	37	75	40	37										
12103	F	173	AAABC BGFBC DDADD BDADD EFBBE BEECE FCCFE CBBCC CBD BBCEB ACDBC CDCDB CFFAF FC	26	36	48	51	44	44	38	23										
12105	F	179	AAABB DGEBC DPAEE CBAEB FDCBB DFFCF DCCFB CEAFF BBF F CBCDE BEFBB BFCFF BFFAF FC	98	98	78	75	56	97	53	43										
12107	F	174	AGABB CGEBC DFADA CEBCC ACAFF FFFFC FFFFC FBH F AFFFF FFCCA FFFF FFFF FC	23	8	19	32	26	22	31	18										
12108	F	174	AAACA BGFBC DFADD CDADC DDEEA DFEBF ADBFE FADFF DBI F BDBFB PBCAD FPAFF BEFFF AC	58	43	30	32	31	62	41	29										
12109	F	181	AAABC DBBBC DFACB CCCC FFEBR BFFDD EDCF B DDBBF FBJ F AFEYD DDD C EEDEF EFFF AC	38	15	35	51	29	25	29	22										
12110	M	172	AAABC DBBAC DEACA CDADA FFCFC FFFCF FCBE CBBCC CBA F CBCAC ABCCC CBF C FFFFF FC	58	71	62	41	49	77	47	31										
12111	M	172	AAABC DFFAC DFAAE CAAEA FPCCF FFFFF FCBF C CACCF CBB F CBCCF CBACC CFCFF FFAB FC	94	96	99	83	96	99	60	42										
12112	M	183	EA BA BBBC DFDEB ADBBE EFDPD EDEAF CDCAC DFEDF BBC D ADDDC ABAAA ACBFF BDDAF AC	67	85	76	57	51	92	56	33										
12113	M	162	AAABB CGBBC DFABE ABAEC FFBFE EFFFF ECCFC FFFFF FBD F CDAEC EFFCF FBADF FFFAF CC	26	58	71	67	63	68	41	32										
12114	M	183	AAACC CGECC DFADA AAACD DBDFE FEAFF FCDAC FFBCE BBE D BABFB ADCFB DCEFE BEBCF DC	19	36	48	44	20	54	34	32										
12115	F	180	AAABC DGBCC AFAAA BBAED DFDPE DFAFF FCCFD FAECD ABF F AADFC DAFAP FAATA FFFFF FC	94	40	43	41	44	68	41	32										

I.D. SEX AGE			RESPONSES										DEPARTMENTAL RESULTS																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
12117	F	181	AAABC DBEBC AFABE CCBCB PFCAA AFFFF FAEAF	EEFEP FBH F FPBFF FEBBB EERFF FBABF FB	AAABA BBBAC DFACA ACCBB AFAEF EFFFF FECFC	FEAFF FBI F PFFFF FPBBF FAAPF PFFFF PC	EAABA CCEAC DPACB CCCCC AFAEF EPPFF FEFFC	EEFFP FBJ F AFFFF FFBFF FDFFF FFFFF FC	AAABB BBBBC ADAEA DDADB AFBF DFFEF ECAFC	BEFBF ABA D ADFED EDBAB ACCPD DADAF FC	AAABC BECAC DFAAB CCACA ADCCD FAACF CCADD	CDCCF CBC C CDCDB CADFC BCCFE FDACC EC	AAABC CBBBC AFABC ACADD EFBBD DEDBF ECDED	DFBFF FBD E BDCDE BDCCD CCBFE EEEAC CF	AAABC CFBAC AFAAA CBABB FLECA EAFAF FCCFF	BECCF BBE A CAAAB ABECA ADAFF FFEFF FC	DEBBB AFDCB ABDCE DESEB ADDEE DFBEF AFCEE	BCBEB DAJ F EFBD E ABDDD DACDE BFFFF EC	CBGBA ABEAB BCCDA BEADB DFEFA CBDEB CAEPD	CBCAF DAA A DEAFB CEBDC DECCB ACBBE AC	CCGBA AGFCB AADAA BAAEA DEDAA DFFDF ECBEB	ADAFF DAB D AAADF EADBD DAAEF FEEAA FC	CCEBA ABFAB AADEA CDDCD AEFEA AFBFA PACAC	FCEAC BAE C CBAFD AAPCC AABFF EAFFA FC	CGGBB ABFCC ABACD CECDC DFFDD AIFEE DDFDE	DDAAF EAG E AABDA EAAAD DDAD EFPED AC	DG CA ABFCB ACCDB BDABD DFLED DFFDE BCCED	AADDE DAI D ADADA AAED CAADA DDDDE DA	CBDBA ABECB AACCC CCADC BFFED DADCE DBDBB	EDFDE DAC F DEDDC EDCDB BCADD ABACA BF	BFFBE AAACD ECBDD BDDCC DDAD DFFAF BCCFB	AFBDD EAB E DDAED EAFCB DBAFE DEDDE DE	CCGBA ABBCB AADDD BDCCD FEEDB FFEFF ACCEC	EEECF FAI D BCDDE DAAED DDDFE FEEFF DB	CBEB A BPFA BACDD AECBD AF DB AFDEF FDCFB	FCDCF AAA F BFAPA FFCAE FAFPD FFCCF FC																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													

NO DEPARTMENTAL RECORD

RESPONSES

DEPARTMENTAL RESULTS

I.D. SEX AGE

12022	M	179	CCGCA ABDAB ACDDD CEDCC AAFED DEDDF ABACB	50	36	64	32	71	70	44	30
			DCDAB DAC A BDECA ADABA ADDEA ABBD BB	NO DEPARTMENTAL RECORD							
12006	M	172	DGGBC AEBAB ADECA DBEBB EFCBB BEEBD EBBFE	NO DEPARTMENTAL RECORD							
			BCBAF BAG B BBCEA ABECB BBBBL BDDBB EB	NO DEPARTMENTAL RECORD							
12019	M	180	CCGBA ABECB AADCD BCBEF DFDAF FCFEB	NO DEPARTMENTAL RECORD							
			BECEF DAJ E ADCAA FEACC FACAF FFFDF DC	NO DEPARTMENTAL RECORD							
12004	F	173	CGGBA ABBCB AACCB BBAEB DFBAF EFFF BB	88	82	60	26	37	72	46	29
			BFBDF AAE D AEDEB DECEE EBAAF ADFFF BB	NO DEPARTMENTAL RECORD							
12017	F	171	CCGBB ABECB ADDCD CDHDD FFDDE DFFDF FEDFC	76	52	58	35	63	56	43	24
			BAEDF FAH F BEEFE FEBDE FAEDE AFFFD DA	NO DEPARTMENTAL RECORD							
12023	F	182	CCGBA ABDDB AADAB BBAEB EEFFD DFFFF FDBEE	88	78	43	65	49	70	45	29
			AAPDF BAD F FEFFE EADCF EPAFF EDDEF FC	NO DEPARTMENTAL RECORD							
12013	M	167	BFFBA AAACD EABCD CAADE BAEFF FDEFF FAEEH	97	88	84	81	94	90	52	35
			FDEDF EAD F ADEFB EAEBE DCDDC FDADF AB	NO DEPARTMENTAL RECORD							
12003	M	191	DCDBB ABCCA BADBB ADEDE BAFFF FDFEF FBCFA	80	69	93	75	86	79	39	40
			FCBCC BAD E CEDFD FAPCA EFDFF BDDAF AA	NO DEPARTMENTAL RECORD							
12024	M	180	CCGAA ABFCB AABAB DAADA AADAA AEDDF CCFDA	42	49	74	65	81	62	40	30
			CBCCF CAE D CDBAD LAFCA AAADD ADDDD AC	NO DEPARTMENTAL RECORD							
12078	M	172	BFFBE AAABD EBBDB BDCCD FFEDA EFAFF FCFFA	72	58	50	12	73	58	50	18
			DEGCE CAI E BDEDC DADFD IAAFE EDFED AC	NO DEPARTMENTAL RECORD							
12077	M	179	CCGBC ACEAB AADBA CCADB EFCDE DBCCF FBEDC	15	16	5	6	6	0	0	0
			BBACD EAH C DEDCA ABCDE EFFEC AFFFF CC	NO DEPARTMENTAL RECORD							
12083	M	240	CCGBB ABBCB ADDAA CCADB BEDEF FECDF FBCBB	58	43	58	32	31	56	45	22
			BCDCF BAD F CDECD AFCBC DDEEE DACCDD BD	NO DEPARTMENTAL RECORD							
12047	F	175	CGCCA ACEAB ADDEB CCACA EDLBD CEDDF DCEC	15	36	2	26	6	4	21	12
			DDDDDB DAH F BDEDD DFFFF FEDED CDFDF CC	NO DEPARTMENTAL RECORD							
12057	F	173	CCGBB ACFCB ACECB BCCDB EDABD CDFDD DECFA	88	80	38	48	73	56	50	17
			AECAF AAH B DDCBA ABDGD ADAPF DEDDA EC	NO DEPARTMENTAL RECORD							
12040	M	174	CC CA A AB AEDED BCAEB FFDFF FFFFF FCFFC	50	43	67	29	49	44	33	28
			CFPCF BAA F CFFFC FPCFC F CFF CFFFF FC	NO DEPARTMENTAL RECORD							
10202	M	183	E B GFB C E F F EF F	94	76	89	88	75	95	54	39
			FCC F CDEAC BDFBB DCAFF FFFFF FE	NO DEPARTMENTAL RECORD							
10201	M	173	AAABA BEDAC DFAED BCAED BEEFE FDBFF FCFPE	97	89	97	62	81	83	56	26
			FEFBE ACB A BABFE EBABB AEIFB EDDBD DA	NO DEPARTMENTAL RECORD							

DEPARTMENTAL RESULTS

RESPONSES

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12055	F	176	CCBBA	ADBCB	AEDED	DEAAB	CFFFE	FFFFF	CFCFC	67	38	25	35	29	25	29	22
12052	M	172	FBFAA	AAF F	BCAFE	FFPAE	FAFVB	CCFFP	FA	76	40	69	83	39	75	38	39
12056	M	171	CGGBB	ABEBB	AACD	ACADB	FPDEF	FFFFE	FDCFF	97	89	89	70	71	88	53	33
12051	M	187	FDAPF	PAC F	BDEFB	FFFFF	FFFPF	FBFFF	FF	9	1	1	20	56	19	20	27
12043	M	176	CGGCC	ABECB	ADEBD	BDAEC	EFFEB	FFFFF	FCBBB	50	19	46	83	73	44	31	30
12085	M	190	FFBFF	PAG F	BDFFF	FFFFF	FFFPF	FBFFF	FF	54	43	58	29	63	60	48	21
12008	M	178	BFFBE	AAAAA	EEBCA	DCAEB	CCAFD	BADDC	ACBDC	97	96	87	70	94	86	59	27
12062	F	179	EABDC	CAB B	CBCE	FFFFF	FECB	ACBEA	AF	46	25	10	38	42	22	24	25
13063	M	169	CGHCA	ABE C	BADBA	CCBEA	AFDD	CDEFF	ECDEE	91	89	95	88	37	95	54	39
13064	M	169	BFECF	FAD B	EBEDE	CEBCD	PECDE	CDFBC	BA	91	86	85	77	61	91	49	39
13070	M	183	CBGBA	ACBBC	BACED	AAEAA	AFPPF	FFCFF	FAFFA	96	95	99	99	96	99	57	49
13060	F	177	FCFAC	CAF F	FFCFF	FFFFF	FBPCF	DCCCA	CF	46	25	10	38	42	22	24	25
13056	F	167	CBHBA	AGFAB	AACED	AFAAE	FCFFF	FFCFF	FCFFF	91	89	95	88	37	95	54	39
13057	F	172	DEDAA	CAC F	BAAPF	FAFCA	EBFVB	CFDF	DC	91	89	95	88	37	95	54	39
13036	M	180	AAABC	BFBAC	DDABC	CAACA	FFABA	FEFFE	CCCFC	91	86	85	77	61	91	49	39
13058	F	177	AFBFF	FAD E	CACBB	CBEDB	AACBF	BFFFF	CC	96	95	99	99	96	99	57	49
13062	M	176	AAABA	BBEAC	DFADD	BEACB	AFDAB	DDEBE	FCCFC	91	89	95	88	37	95	54	39
			EFACB	CAE D	CCEFB	BABCE	ACBFF	AEADF	BC	96	95	99	99	96	99	57	49
			A AAC	CBPBC	DFAAC	BBAEA	FFABB	DDEDB	EDCFB	91	89	95	88	37	95	54	39
			BFDEF	BAA D	EDLAB	DDEED	DBACT	BDLDF	EB	91	89	95	88	37	95	54	39
			AAACB	CGDBC	DFABC	CBAEA	EEBCC	BDDDF	DBCDD	98	98	97	88	92	97	58	37
			DDBAE	EAA A	BABAD	DBDBB	EACDE	FADEE	EC	94	96	93	70	92	80	50	30
			AAAAC	DBDBC	DFAAB	CCADB	FEBCA	ADDAF	FBCEB	88	99	99	97	99	99	57	48
			BDBC	F EAG	D	BABAE	ABFAA	ADBEF	FEEDF	94	96	93	70	92	80	50	30
			AAACC	CBDC	DFABA	DBAEB	FFBBD	EDDDF	ECBFC	88	99	99	97	99	99	57	48
			ABAAF	CAH F	BADFE	DEFBA	EDBEF	DDEEF	EC	91	97	97	88	68	92	53	36
			AAABB	CGBBC	DFADA	DCAEB	FFCCB	BFFFF	APFFD	88	99	99	97	99	99	57	48
			BFFFF	EAG F	C	EEB	FEEDC	FAAAF	DEFFF	91	97	97	88	68	92	53	36
			AAABC	CBDBC	DFABA	CDADB	FEBBB	DFBE	FBBFA	94	99	99	70	99	99	59	43
			BDBEF	EAI	BADFE	D	EB	EDE	A AF	94	99	99	70	99	99	59	43
			AAACC	BGDAC	DFABC	CBDBB	AEBDC	EFF E	FCCFC	94	99	99	70	99	99	59	43
			CEECE	DAC D	CDDEB	DBEBD	FDBDF	FDEEF	FC	94	99	99	70	99	99	59	43

DEPARTMENTAL RESULTS

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13055	F	173	EGGBC BGFAB AFAAC CBAEB FEEBB BCYBB BCCFC	88	97	71	70	68	88	52	34
			AFACF FAF B CBCCA ACCFC CBBBF AFFFF CC								
13059	F	175	AAACB CBFAC DFAAA BBAEB EFBBB BFFFE FBCFB	97	96	89	79	56	83	49	33
			ACADF FAJ F AEEFF PBDBE FFFEF FFFFF EC								
13043	F	178	AAACC BFFAC DDABA AAAEA EFCAA FFFDC FFCFA	58	65	53	75	51	56	39	28
			BECCF FAD E ADCBF BAFBB DABDF BFFBF CB								
13048	F	168	AAAAA CGFAC CFAAE DBAEA EFCCF FFFDE FACFA	99	96	93	94	80	98	53	44
			CECCF FAI F ADCCF PCEAB DACEF BFFBF AC								
13053	F	180	AAABC CCFAC DFABC BCAA FFCBB EFFCD BCFB	88	94	94	90	54	97	48	48
			CECAF FAD C CBCCB DCCC ECACC BCCCF AEEFF CC								
13038	F	182	BG CA ABFBC AACCC ECACC DCYBF FFFCF DCACB	35	47	27	44	39	46	39	23
			DBAFF DAI F DFFFC FFFFA FFFDB ACAA FC								
13050	F	186	AAAB ABFAC DFABA BBAEA FPCCD BFFBF BBCFC	94	85	81	51	65	88	54	32
			CFBFF BAA F CFFFD ACABA FCCFF AFFAF FC								
13049	F	182	AAAAC DFDAC DEAAE BAAEA FFCCF CFYCF ACCFC	98	85	74	96	80	72	41	34
			CBFFF BAJ F CBCDA FEYCD DFCBF FFFFF BC								
13065	F	175	AAABC CBDAC DDFAB CBACA DEEAD EDDDE EBBDB	97	99	95	94	81	95	55	38
			ABABF AAF D BACAB ABDBB DBCEF BDDAF BC								
13040	F	180	AAAAB CEDAC DFADC CBBDB FFBAA DEDAF FABFA	NO	DEPARTMENTAL	RECORD					
			AAADF EAA A BAAE AAFCE AEFEE BFFAE EB								
13068	M	175	AAACC CCFAC DFAAC BAAEC FFACB BDEAF FCCFF	99	97	95	86	95	86	55	29
			CEDCF FAI D CCAEB AECC DCYFF A EEF FC								
13039	F	177	AAABA CBFBC DFABE AAAED FFFBB FFFFF FDCFA	98	88	64	67	31	54	38	28
			FFFFFF AJ F BEFFF FAFEF FFDFF BFFFF CC								
13066	M	177	AAACB DFAAC DPABC BBBEB BFAEF FEEDF FCFFC	63	76	89	38	83	62	50	20
			FAFCF PAG F AAEEF EAEAA EDDEA BDDDF CB								
13061	M	182	EAABA CBF C DFADE AAAED FFBAC EEEFF FFDEC	96	88	90	81	94	82	49	32
			FEFEF FAB E CBDFA EBFBB EEAFE E C C								
13051	F	171	AAABC CDDBC DFABA DCBDB EFBBB BDDAF FBCEA	98	98	98	94	97	99	57	45
			CACBF BAB A BBAAE ABDCA ADAFD FDDAE EC								
13052	F	172	A BC DBFCC DFAEA DBAEA FFCAB DBFBF FCCFC	97	98	97	99	99	97	51	44
			CFCCF BAC A AACCD ABACA ACCFF FEAEF FC								
13044	F	183	AAABA BEFBC DFACC ABAAA FFBF BFYCF FBCFB	97	92	85	65	69	77	49	29
			BPABF FAE E CACBC ABFBC DAFFF C EDB CC								

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14024	M	174	CGBAA	AGBAB	ABCD	ABCD	BDDDD	ADCCC	FFFFF	FFFFF	FFFFF	FFFFF	23	13	8	38	51	46	21	35		
			FFFFF	FAE F	FFFFF	FFFFF	FFFFF	FFFFF	CCCCC	AC												
14002	M	180	CBGBA	A DBB	AADAD	CEADE	BCFFF	BCFFF	FFFFF	FECHF			23	7	53	67	19	42	27	33		
			FFFFF	CAC F	FFFFD	FFFFF	CCDFE	CCDFE	ACCCC	CF												
14001	M	179	BFFBE	AAABD	EABDB	FFFFF	CAABC	BBFFF	FFFFF	FFFFF	FFFFF	FFFFF	36	23	53	17	10	38	29	29		
			FFDCF	PAB D	BCAAF	FFFFD	FFFFD	FFFFD	ABFCC	DA												
14003	M	175	BFFAE	AAAAD	EABDB	ECCDE	FFFFF	FFFFF	FFFFF	FFFFF	FFFFF	FFFFF	54	43	38	48	29	42	39	21		
			CCCFE	CAD F	FFFFF	FFFFF	FFFFF	FFFFF	CCFFF	FC			91	47	62	59	39	83	49	33		
14004	F	172	CBBBB	ACBAC	ACCAD	BDAEB	CFFEE	CFFEE	FFCAF	CC												
			FBBCF	CAE F	DDCDC	DCFCC	FFCFF	FFCFF	FFFFF	CC			76	47	27	72	26	64	39	32		
14005	F	176	BFFCE	AAAAD	ECBBE	CAAE	FEADA	ADFFF	ADFFF	ADFFF	ADFFF	ADFFF										
			ABEED	BAF F	BECED	EADCA	DACFF	DACFF	BDFFD	FC			63	76	74	17	44	73	51	25		
14008	M	173	DBGSA	ABECB	AACED	BDACD	FFFFF	FFFFF	FFFFF	FFFFF	FFFFF	FFFFF										
			FCAFF	FAI F	ABED	ABFDA	DDDDD	FEAAF	FEAAF	FC			67	78	81	65	84	82	47	34		
14007	M	161	BFFBE	AAACD	EABBD	BCAEB	EEEF	EEEF	FFEDF	BCFDB												
			BEFEC	CAH E	BFDEB	DEBBB	EBLFA	EBLFA	ELABE	DA			80	83	87	85	63	95	52	40		
14009	F	161	CGGBA	AGFCB	ABCD	CDABC	EFEB	EFEB	FFFFF	FFFFF	FFFFF	FFFFF										
			BYFEP	FAJ F	PCFF	FFFFF	FFFFF	FFFFF	FFFFF	FFFFF	FFFFF	FFFFF	84	69	81	93	89	88	47	39		
14010	M	176	CBHAC	ABFAB	AEDAA	CBAAE	FEBBB	BADBD	FCCFA													
			BBACE	BAA A	CAAAA	AAFDA	CFCFF	FDAAE	FC				23	25	27	51	31	38	39	19		
14011	M	180	AAABB	BEFAC	CFACD	BBADB	FEAAB	FEAAB	FEAAB	FEAAB	FEAAB	FEAAB										
			ECACP	BAB F	CAEAA	ABFCC	AEEBF	CFFAC	EC				80	89	48	67	54	79	45	34		
14012	F	173	AAAAA	CGFBC	DFADD	BDABC	DFLAR	DFLAR	DFLAR	DFLAR	DFLAR	DFLAR										
			BADFF	PAC D	DADEF	FEFCC	FEFCC	FEFCC	FEFCC	FEFCC	FEFCC	FEFCC	28	23	38	8	26	25	30	21		
14013	M	000	CB CA	ABCAC	ABBED	CCBBB	DEBEA	DEBEA	DEBEA	DEBEA	DEBEA	DEBEA										
			DEFEB	AAD C	AACBC	CLAAA	BCCBB	BCCBB	DBABC	FE			26	4	10	2	10	15	27	17		
14014	M	173	CCCBA	AB B	ABDED	ABE	D	D	A													
			F AE F	FF	FF	AAAEC	ACDFF	ACDFF	ACDFF	ACDFF	ACDFF	ACDFF										
14016	F	190	DC BA	ABDCB	ACBBA	ECCEB	ACCEB	ACCEB	ACCEB	ACCEB	ACCEB	ACCEB	50	24	15	8	16	20	31	17		
			BFECB	FAG B	BABEC	BEADB	FCAAB	FCAAB	FCAAB	FCAAB	FCAAB	FCAAB										
14017	M	175	DGGCB	ABBAB	ABCCB	ACCBC	EDCFD	EDCFD	EDCFD	EDCFD	EDCFD	EDCFD	46	36	62	94	84	56	32	35		
			ABADD	BAH D	CDCAE	ADADD	ADADD	ADADD	ADADD	ADADD	ADADD	ADADD										
14019	M	183	BFGBE	AAACD	ECBCD	AEFEE	EBDIA	EBDIA	EBDIA	EBDIA	EBDIA	EBDIA										
			CDDBB	EAJ F	DEDEB	AEFEE	EBDIA	EBDIA	EBDIA	EBDIA	EBDIA	EBDIA	28	80	58	48	42	75	43	34		

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14172	M	173	AAABA CBEEA CAADD BDACD FFBFB FAAAA BBCFF	98	96	97	97	92	91	51	37
			CABC F EBC F CBCF FABDB ACCCD CFFF FC								
14173	F	176	AAABC CDCBC DFABA CBAEC FPCBD ADDCF FCFFC	91	83	89	85	65	87	51	28
			BBBBF FBD F CBEDA DAFCF FBEFF DFED AC								
14075	F	175	AAABC DFEAC DFABC EBBEA DFCCD BFCAE BCCFB	91	63	43	89	37	66	40	32
			CBFFF FAF F BCAAA AAECB AACCD DDBF AC								
14045	F	175	AAABB DEDCC DEACA CBAEB BPCBD FAEFF FBCFB	96	86	97	83	94	97	53	43
			EDDFE FAF F CECDB FDPFA FAFCE FFEDF EA								
14074	F	178	AAABC DEEAC DFABB CCCEB FEAEF EBCDD	91	80	83	85	29	86	51	35
			EDDDE AAE F EFECF FBFCF FEFE CFFF DC								
14044	F	183	AAACB CGDAC DFAAB DAADA EFBEA EFFAA FBCFC	88	80	40	70	37	80	45	35
			DEBAF FAE F CDCDD PFCC LBBDF FFFAE EC								
14028	F	172	AAABB CBEAC DEACB DCADB EFBA AFEAF FEDFA	94	88	84	81	71	95	52	40
			FBFCD CAI F CEBFC ACBDC BAADD EDDBF DA								
14027	M	178	AAACB CBCCC DDACA CCBBC DFEED ADED FBAEB	88	78	84	85	83	95	52	41
			FDEAF CAH A CBBFE EBFBB FDEFC ADDCB BA								
14031	F	178	AAABC DGEAC DFADD DEABC FFCFF FFFF FCCDF	80	82	81	51	49	90	51	36
			FFFFF FAB B BDCCB EFFCC FCCE FFFF BF								
14026	M	169	AAABB CEDAC DDAB CBAEB FFABC AEFCE BCCFB	0	0	99	0	93	0	0	0
			AFAC F AG A AAADC DDPB AABDF BDFAF FB								
14032	F	174	AAACC DFFBC DFAAA BAADB FPCDD ADFFE FCDPC	84	75	62	93	47	70	46	28
			CFDEF FAC F FEFAC FAFBF FBCCF AFFFF DC								
14047	M	182	AAAAC CEFAC DFABA DBADA FFCCE CFBA FCEFF	88	80	84	88	61	82	47	34
			CABCF FAH B CECDE EBFBF EFCFC FFFEE FC								
14046	F	172	AAACB DGBAC DFAAB DBADB FFCCD FFFBB BCCFB	91	88	99	97	88	98	56	42
			CYCEF FAG F BABBA AAADA DABBF FFFF EC								
14049	F	178	AAABA CGEAC DFADD DAACB AFBDE BCBFB	91	80	84	81	80	90	47	40
			AEAAF FAJ F CCCEB AACAD ABAEF FFFBF EC								
14033	F	180	AAABC DFFAC DFAAB CBADB FFBDD AFFEF BABFB	NO	DEPARTMENTAL	RECORD					
			DPADF EAD E ADADB DAADA ACAFI CEFDF FD								
14030	F	182	AAABB CGFBC DFADD ADAEE FFEFF FFFBF FCFFB	96	98	90	85	80	96	53	45
			FEFBF FAA F FFAFA FFACF FLBEA AFFFF FE								
14048	M	177	AAABC CBEB CDFAC CCCC PFCEA BFFDF FBCFB	84	95	69	90	96	95	53	40
			ADCEF EAI F CDFFE DDAEA FAEFF AFFEF AC								

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14051	M	181	CCEBA ABCEB ABDED BADBD DPFEE EEFEF ECDFB	38	31	35	26	63	40	41	16
14052	M	173	FEFEF DAB F ADDEB EDDBD CEDDD DB	38	15	25	26	29	20	34	14
14053	M	187	BGGAC ACBBD ECECA EDDBD FFEFE EEEEE	63	58	71	59	68	66	40	32
14055	M	000	BDDEB EAC A BDDBE DBEBB DFEEF EFEBE FB	63	31	58	38	51	48	42	21
14057	M	183	CBDBB ABCBB ABCDD CECCD FBECA DBEFE AEDD BC	84	58	81	65	31	87	45	40
14058	M	172	FBACB PAD D CAADE AEACD DCCDC EDEED CDDDF BADEC	67	63	53	91	59	70	32	42
14059	M	183	CCCCA ABBCEB AAECB EBAAB ABDFE BAEDD DC	50	38	81	59	83	88	52	34
14060	M	179	DDDBD DAF B CBADF EBABD DDFPD EFDFF FCBAP	58	63	64	86	56	92	49	40
14061	M	181	CEDEB ABFCB AACBD EBABD DDFPD EFDFF FCBAP	99	92	98	93	96	93	55	35
14063	F	172	CEBFB DAH D BDAFF ADCCA EADAF FBFBF CB	NO	DEPARTMENTAL	RECORD					
14064	F	174	AAABC CBECB DFADB DBACA FEBEA BFEDF DCCED	88	89	89	89	75	95	50	42
14066	F	184	BBADD CAI F BFBEF DFFBA DAAFF FFFDC EA	46	65	64	93	59	77	44	34
14067	F	176	CG BA ABFAB ABDGD CDADC DEECD BDFE DCCCD	35	58	35	26	6	27	39	13
14069	F	176	CCBFA EAJ F BECFC CEACC EBFFD BEADB AC	50	54	15	54	16	24	30	20
14070	F	173	AAABC DBFBC DFACA BCCBC FEAD BFEAE ECBEB	72	49	64	70	42	60	43	28
14071	F	176	BBAAE AAA E CBADA DBEBD DDAEE DDEDD AB	3	7	10	29	0	17	22	24
14072	F	180	CEHAC ABBAB ABDGD BBADA FFBCC DBECF FCCFE	58	49	25	29	10	44	34	27
			CBCFF FAB C CACBB CCFCB DDEBC DDAEE DDEDD AB								
			DGEB A BEAB AACCB CDCCC DDEBC CCCAF ABBCE								
			FDECF BAD F DBCBC ABBEB DCCBC EBCCE BA								
			EAABA DGCCC DFACD ABAED EBFEF FCFEF FCDCE								
			FDECF BAE F DBCBC ABBEB DCCBC EBCCE BA								
			BFFBE AAAAD EEBBD DCBEB EFBCA AFFAF FCCFA								
			CABDF CAG F CCBAB DAFAD ADAFF B FAF DC								
			CGHCC ABBAB AAFAA ACADC FFBCC DFFCD FCDPC								
			CECFF AAH F BBCBC BCFCB ECFBF FFFBF PC								
			CEGBB ABBBB AADBD ADBDC FFBDD FBFBF EEFBB								
			ECEEF DAJ E CDDDB DCEBC DAEEF EFEDF FC								
			BFFBE AAAAD EEBDD ADAEB FFBDA DFFBE BEFFB								
			DCEEF CAA F BBBEE EDDBE FABDF EFAF FC								
			CECBB ABEAB AADBD ADADB FECBB EFBFB EEFBB								
			DBEEF FAB E EDFFC CEFCB DABFD EFFF FC								
			BFFAE AAAAD ECBDD BCADB DCEEA EEDAF FCEAB								
			ECEEE AAC E ABDDE DAFCE BIBBF FEFEF FC								

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14073	F	171	BFFBE AAAACD EDBBA DDAEA EACCD DFPER CBEAC	35	25	6	10	31	20	28	20
14198	M	197	DFCCA AAD.C CBAFC BACBD ALADA CECCA FC	67	29	35	6	42	36	34	23
14197	F	173	CGHBB ABFAB AACDA CBADB FFFAB FFAFF AABFC	58	23	10	54	44	25	24	27
14196	M	198	FFFFF FBI F PFFFC FPCCF PCYCA CFFFF CF	28	25	6	41	26	27	25	27
14193	F	173	BFFCE AAAAD EBBDB ACBDC EFDDE BFFDE PDCFB	23	36	8	8	19	29	18	
14192	F	174	BBBEF FBH F BBADB FDFA DLAFF DFFFF FA	96	92	89	81	81	88	46	40
14189	M	176	BCDDDB ABABC DEADE DAAEB ACDFE FACCFC DC	23	29	38	44	37	22	30	19
14188	M	178	AFAEF CBG C AFFFF FFAAF FACFB ADEDC ADFDC	63	60	78	38	63	72	48	27
14187	M	178	BFFBE AAAABD EBBCE DCBCB ADEDC ADFDC ADEDC	63	29	35	48	77	34	34	22
14194	M	176	ACEDF DBD C FDAED BFFCA EBDCE FDBAA EC	94	91	80	86	49	94	54	37
14185	M	180	AAABA CBFAC DFAED DEAEA FFBFB EDDDF FC	96	89	95	90	81	95	51	41
14184	M	175	AFCCF PBC D BAAAC BACCA EBCFF ADECD FFCFF	67	43	48	75	42	68	34	38
14183	M	174	CFFBE AAAACD EABED BDEBD DDDEA AFDDF FFFAE	67	76	86	72	84	82	53	28
14181	F	168	FDECB EBB F ABADF EEEED CAFFD DDEDD DA	NO	DEPARTMENTAL	RECORD					
14180	M	172	DGGBA AEDAB AACBD AEAEA FFABA DACAF FCCFC	28	40	25	10	1	7	22	15
14179	M	185	BABCE EBJ A AACAC ADECD FFCFF ADCCF BC	40	29	53	32	47	44	40	21
			BBBBD ABFCB AACCA AAABE EEEED BDDDF EA	58	31	58	59	42	80	39	41
			FBADF EBI F BAADB AABE AAADD BDDDF EA								
			EGGBA CEEBB AFAAB DCADD EEDDE DDEFD BBCEB								
			EFADF EBH A AAADC DBCFB ACAEF BDDDF EB								
			AAABB CEDAC DFADD ADACD FFAAF ACBCE BDBFC								
			DECDA CBE F ADCCA FDFCC FFFFF FFFAA CA								
			CCCB ABBBB AACBD CCACC DEFAD ADEAF ABCDB								
			EDAAF BBF B BEEAE AEAFE LFAAD EDDDA CB								
			B FFA EAAAA DEEBB DDCAD BDEAA AADAD AABED								
			BEDED EBE AAAAA ADDAA AAACE EAAAA BD								
			BCGBA AAAACD EABED ADCAD BDEFD EFCFF FBCEC								
			FBFEC CBD A BEEFA FFECF EEAFC CDACE BC								
			CGCBC ADEAB ADDCA CBACB EEAAD DDFDE PFDFC								
			DDAFF ABB F AAEDC EEFCA DAEFE DDEDD CC								
			CCCB ADDAB ABDCC CDACD EEEFD DEEBB ABDEA								
			EAEDF DBA E BEEED EBABA DBBAE CDDFF BC								
			DBHBA AFDBB ADCDB ACBCC FFFBB EDDFE EBCFB								
			FBEDE ABJ B CEBEE EAEBC DEDEE EDEBF EC								

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141177	M	177	BFFBE AAACD EABAD ACACB FEDEB BEFAC AACFD	54	69	64	67	47	79	43	36
141176	M	181	FFAAB CBH A CBADA ABCBB AAAEF EEFEB CC	72	75	95	83	66	91	53	35
141101	F	176	AAABC DEEAC DFABC DBAEB FFBFB BFFEB EBCFC	94	83	83	72	69	85	50	33
141102	M	188	BDAEE ABG E BADA DEEBB EDBFE BEEAE EB	35	23	11	32	26	52	32	33
141103	M	177	CGGAC AFDA A BEEAD DBAEB FFCAD FDDFF FCADC	84	80	93	93	95	94	51	40
141105	M	176	EEBCD BBB F AABFE EAFCE FD DB EEFDF FC	84	60	93	86	87	82	44	37
141107	F	180	CCDEB ABBAB AADDD DEACB CFFAD CFFDF FAADC	76	58	30	51	26	56	30	31
141109	F	173	ADAFF DBC F AACFE EAEFA EABFF FAFEB DA	17	10	30	20	21	20	30	18
141118	M	000	BFFBE AAABD ECECA EBAEB FEBEB FFDAP CCCAC	42	31	27	72	10	42	31	29
141119	F	194	ECFCF FBD F FFFFB FFCFF FAAFDF FCBFB CB	58	49	20	17	29	54	42	24
141121	F	183	DCCBB BGFBB AADED ADCCD DFTEE FDDEF ABAAB	38	36	25	41	47	58	40	28
141116	M	175	DA AFC EBF FFCDF EYEB A DDEF BAABD DD	88	49	71	48	49	73	48	28
141122	M	181	DCCA AGFCB AADED ECCEB EFFFB AEFFF FCCFE	42	49	46	38	42	50	40	24
141123	M	183	AFEBF CBH FBCEC FBFCF FBBDF FFFFF BC	97	86	99	85	97	99	58	46
141114	M	174	BFGCE AAABD EABCB BCBC EFEFA F BFB ABADC	88	67	69	79	51	83	48	34
141113	M	175	DDEAF ABJ F ACFFA A BAA CADCF BAAAD BA	58	43	64	89	49	80	45	35
141106	F	179	AAABC DBEAC DFABE EBADA FFCBC CEEDF CCEFC	35	23	40	36	8	29	31	22
			BCBED FBI F CECFB FEBCE EFAAA FFBDD ACBEC								
			BFFBE AAACD EBBDB BDCCC EFAAA FFBDD ACBEC								
			BDADF DBJ D BCBD DDCED DCAAF BDDAF CC								
			CCDCB ABEBB ADDBB DCCEB EFEDF FDBCB CCCEC								
			DBAEF CBB D BBCAC ADCFD RCBCA FDDBF CC								
			CCGC AABFC BABCD DCDDC DDEFE ERDFF FDDFD								
			BDADB FBG DCDDF BDADD DACDF ADDED FB								
			CGGBC ABFBB ABDDD CCACC DEEDA EDDDF ECDFC								
			DEDDF DBC EDAD EDECA DADFD ADAAD CB								
			CGGBC AGDCB AADCD EBAEB AADDE FFADE FCAAC								
			PCFAP ABD F FFEFE FEDBF FDAED ACCCB FF								
			CDHAB AFBBB ACDBA ABAEB FFCBA CFFBF FCCFB								
			CBCCC EBE F CCCBE FBFD DFFFF AFFAF FC								
			BFFCE AAABD ECBBB CCADB FEDFD DDFDF DCCFC								
			DDDDC DBD F CCCDC LAFFD DCCFF FFCA CC								
			CCEBA ABECB ABD CD BCC FFAAA DFEDB FBCDF								
			AADD F DBG E BDCAD EDDBA LAAAD PEDAC CC								

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RESPONSES

DEPARTMENTAL RESULTS

14108	F	187	BPPAE AAAA DDBBD DCBDB EFDDE EFEFF FBEC	91	38	11	70	51	66	40	32
14110	F	176	EAEAF DBI D AAEPF PDFDE FAAPF EFFDA BC	88	71	55	65	59	72	47	28
14111	F	172	CCGBB ABBCB ABDDB BDECC EADCE DBEBD AABEE	35	13	10	20	2	12	24	18
14085	F	183	BEAEF DBA B BBABA DCDBB BCBAB CDBED AB	67	49	48	26	49	46	38	24
14076	F	176	BPPBE AAABD ECBDD DDADB DDDDD AADDC ADDDD	80	76	55	75	49	70	39	35
14080	F	189	ADADD DBB A ABEAA BCADD AAAED ADEFF CA	46	36	40	51	31	58	40	28
14079	F	182	BFFBE AAABD EABED DEBDE AFFEA AFDDA ACCFC	54	25	30	26	26	29	37	14
14078	F	171	ACBBA AAF DFDDF DAECB FFBPE FAAAA DF	26	29	33	17	26	34	36	20
14083	M	181	AAAAC CBDAC DEACB CBAEB FPCED DFFEF ECCFD	72	82	84	99	97	99	58	42
14089	M	176	CEBBF FAG E CADDE ABDD LBBFD EFFE FC	76	56	90	96	90	87	44	41
14088	M	175	BFFAE AAABD EABDD BCBCD EFCBD BFFDD ECCFB	63	78	80	98	97	98	54	43
14082	M	178	BEFF FAA E BBBDB DDACB AAABF BBBDB DC	42	45	25	36	37	42	36	22
14090	M	172	EGHBB AGFBB ACDAB ACAED AAIDE BDBEB CAFFD	76	31	55	57	65	64	40	31
14084	M	183	CADBF AAJ B BBBEB DDECE ECDC A FDDDD CC	4	7	2	32	6	6	17	19
14081	M	179	CCGC AAGBC BAADB AECAE BDFCF AFFFA FBFFF	15	13	46	26	26	36	30	21
14087	M	174	CFCFC FAI C FCFDF CFEEFC FBPCF EFAFB FC	50	43	25	62	49	42	34	26
14086	F	176	CGGBB ABBB AADB CCBDB FDBB BEFFE FCCFB	80	65	50	54	29	82	44	37
			BADBF BAD A BDBFA EAPEF EEEFF EEEFF EB								
			BHB AAGEC BAACC BDDCB CEFAC BFFFF FCCCF								
			FCECE FAJ CCFCB BBEBB BEDBF FBFFF CF								
			CGGBA ABACD EABDD ADAEC DADFA ADDEF DCBAA								
			FEBD BAI D CABFA EDDCD DADFD EDDBF FC								
			CBBA A BEABA ACDBA CACDD FFFAA DADFA CCBBD								
			CDBBC CAC F CAADA DDAFA FCDPD CAAAC CC								
			CBGC BABA BABCC ABCCD BEFAB BHFFA FFBCE								
			BBCC DAA B FBBBA FBAE BBDDE EFFE FE								
			BGHCE AGABD EBBBC ADCBC FFAEA BEDAF DCBBD								
			EBCFA BAE EFDEF AECBD FBDFD BFECF BE								
			CCGCA ABEC A CDB DCACE AFBBA BDBDF DCFDA								
			DCCCC CAB E BDBED FBDCB DBEFE FAADF AC								
			CGGCB ABDAC ADCDD DCACA EFADD DFEDF AEAF A								
			CDEEF DAH D CDADF DDCAC DBCFD BDEDF DC								
			CBGB AAGBC BAACC BDDAD DEEDC BCFFE FCCCF								
			CBBBB BAG DCDD BBDDB EECCE EEEFF FE								

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RESPONSES

DEPARTMENTAL RESULTS

14092	M	179	CBDBB ABCCB AACBB CCAED DEFEE B EAF BBDDC	28	29	35	48	49	40	32	27
14093	M	177	DBBDC BAC A ADADD DAABA DAEDE ADADD DD	50	45	71	90	65	77	38	40
14094	M	191	AAABA CBEAC DFABD BBABB EDADA DEDDF AADDC	35	23	40	57	56	29	28	25
14095	M	179	CADFA DAD DDBDB FECFC AABDA CDDBF AD	44	19	15	38	8	42	35	25
14098	M	181	CBBC A CB ADCDD BDADB EEBDE AEEED FFBDB	67	73	83	86	97	93	50	40
14077	F	177	ADDEF AAE D FDFAF DAFCA LABFF ADDBE DC	67	63	64	86	71	75	46	31
14097	M	179	CGGCB ACFCB ABDDA CDADB AABAD CEDFE DBAEB	NO	DEPARTMENTAL	RECORD					
14096	M	179	ADADE BAF ABADA ADACA DADFB BDDAD DA	94	95	99	96	89	99	58	42
14068	F	179	AAAAC CCFFA CDFAA AAAAE EFFCE DFFFF FCFFA	15	23	30	51	26	42	40	20
14195	M	173	CFCEC EAI F CFCCC BDFCE EFFCE AFFCF EC	10	15	38	44	16	34	25	31
14054	M	000	CGGAC AGFAB AEEAB DBBDD EEEFE DEDDF ABCFF	50	15	35	26	49	46	41	21
14190	F	181	FEFEF BAH F CEABE CBDD IAAFD EFFFF EC	80	85	81	89	69	86	47	37
14182	M	017	CGGBA AGBAB ADCCC CCADB EFEFA BDDDF BACDC	28	31	46	8	16	32	34	21
14178	F	183	PEAAF AAH A BAAFD DLBAB ACFEB BFEAB AC	72	65	73	48	49	50	47	17
14112	F	179	AAAAA BEBAC DFAAC CBEBB FFCBD DEFEF BCFFC	58	40	48	20	1	27	34	18
14117	F	178	BFBFF FAG B BDCAB AAFCA BFCFF AFFAF EC	72	60	67	54	61	82	48	33
14120	F	175	C C BB AB BBB AAEAB AECDB FFCEE AFCEF FCDPC	46	23	25	59	37	70	39	35
			CECFF AA I F BBCDC LBPCD ECBFF FFFFF PC								
			BFFF FAAAAC DEBB DCCAD CFPC BDAEC DBCBE								
			DDCED BBF FBFFE DCEDC FF FF BFFFF D								
			BFFBE AGABD EBBCB ADCCC CCBEC BFECF DEAAB								
			BDDCB DAE A AACAF BCCCB BDCDD DD								
			BFFAE AAACD AB BBB DBBED FFCBD EEEFF FCCFC								
			CFCEP EBA F CBCAD AAABC ADAPP AFFAF EC								
			BFFBB AAAAD ECBCE DCAEB FFABB EFFFF CBCCC								
			BFFBE ABC F CACEC BAFFA FCCFF CEEAF DC								
			FBACF BBI EDEBF CEFCB DBAFF AADAE EC								
			BFFBE AAAAD ECBDB DCADB ADCAA DCEFF CACFC								
			AFBFA CBC F CBAAB BEABC BCCEP AFEBA AA								
			CGGCC AFDCC DEDAB EAAEA AFBEF BFDDE BCEAC								
			CBCBB ABH A BBCDB DDCDE EBFEF ABABE FB								
			CBGBA AFEBB ACCCB CBADB DFCBD DFDFF ADFFB								
			FDBCE CBA D BBCAC ADCED LCAAF BDDAF CC								

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RESPONSES

DEPARTMENTAL RESULTS

14124	M	183	DBEB BABDC BABDD DCCDB CEFDE ABEED EBBDA DADDY ABE EAADE BDADA DDAAD DADDD EA	46	19	15	59	31	46	29	33
14115	M	174	CGGBA ABDCEB AACDD BCDCC FFDAB EFFFF AFFFC BFDFF BBF F BFAAC AAFCA FEAFF AFFEB FC	NO DEPARTMENTAL RECORD							
14104	F	178	DCDCB AGFAB AAECD DCADB LEBBD EFFDF ABCFA BDAAF DBE F BCAED ABAAF DAAFE EEFDD AB	50	67	53	35	42	54	44	22
14091	M	167	CECBA ABFCB AAEAB BEABE AFFFD CCCDF EA FEFDA DAB C AEEFA DEFAC FCEFD	67	60	53	65	65	85	48	35
14015	M	176	BGHEE AAACD ADBBD DCAEC DBFED DDCDC DBDCD DAF F FBDFB FDBDF DDDCC DDEEF FD	28	23	50	72	8	72	35	40
14022	F	175	BAFAE AAACD EBBDB ACADB FFCBB BFFFA FABFB CBBAF BAC F CECAA DAFCA BABEF EEEEE AC	63	52	5	32	19	58	33	35
14160	M	193	CGFBB AGDEB AEDCB AECC FFEFF EDABF FCBAC BCDEC EBA C FCDB EACBA DEDFF FBDCB BA	3	8	20	97	26	64	34	37
14156	M	192	AAAAC CEDAC DEADE CBAEA AECAD BAECB CEBDB FFBFC ABG D CDBCE BACBC EADBC ECFBD AC	76	76	69	54	73	73	48	28
14154	F	176	BFFAE AAAAD EEBAD DCACB EPCAA AFFAF BAFFC AEAFF FBE F BEDFC FFEBE FCFFF FFFEF FC	58	75	60	51	47	64	50	21
14152	F	189	CFFAE AAFPA BCEBE CBAEA FECC DAED CCCFE BABFD FBC A BAABA AALBA BEBCF BDEAF BB	97	75	93	67	80	83	56	26
14129	M	000	CFFCE AAAAD EEBDD AEDEB AAEFF FEGET DBBAC FEEEE BBJ E BEECD LAECB ACBFG DGEAF AB	58	54	84	72	89	87	55	30
14136	F	172	CCGCA ABCBB AADBD CEBED DFFAD BFDEF FCCFF BBEEB CBG B DDAED CBECB EFBCF EEFDE EC	54	47	40	26	26	32	41	14
14042	M	180	AAAAB CGDAC DFACD CDADA FFBBA BBEAF FCCDC CAACC EAC B BACAD ABDDA FCEEE ADDAF BB	94	88	93	91	88	98	57	41
14041	F	178	AAABC CCPBB CD AC DCAEE EFBAD FDLAF EC BBCEF EAB E CBBED BBDAB BBABF FDLAF EC	96	80	74	77	49	83	50	32
14043	F	176	EECBB CBDDB AFDCB CBEEB EFBEA EFFFEB FBCFC EDEAF FAD F CDCDD FB BA AEBFE DFFDF EB	88	89	75	83	71	77	49	29
14056	M	176	BCBBA ABABB AACCB DDABC BEFFF FFCFF FCFFF FFDFF FAG F BFAFF AFPCF PAFFD FFPAP CC	38	36	35	41	16	38	34	24
14062	M	183	CGGAC ABFAB ABEAC ADAEA EFCCD FDEEE EBCFB CECEE EAC E BABAD AACCD DDBFF BFFEF FC	72	80	95	81	75	62	52	16

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RESPONSES

DEPARTMENTAL RESULTS

14065	F	183	BFPBE AAAAD EEBAD CAEA E DPBBA FFEFF BAEDC	84	89	90	62	80	88	53	33
14186	F	184	CEACF BAF F ABCBC ABBCA DECFF BFFBF BA	19	10	25	10	16	24	31	19
16057	M	182	BFGCE AAACD ECBCA CBCDB EFADE AEFDF ECCDE	72	58	97	83	69	62	41	40
16091	M	178	BCCEP BBG EDBEF CDFDD DDCFD EDFDF CC	15	10	15	1	8	7	21	16
16096	M	179	BFFCE AAAAD EBBBB BDBDD DDDAD BDEDF EABED	54	15	10	6	37	10	27	13
16162	M	193	EDBE AAH E EDAED ADBCC DDDF DEDBE AF	28	40	27	44	37	52	35	30
16176	F	080	CDDDB ABDBB AAAEB DAACB DBACA CDBDB CCCDE	88	47	53	2	10	48	39	24
16100	M	196	CFFBD BAB B FBCBE EACDF FA CD CCCDE AA	5	4	2	1	12	4	26	13
16112	F	167	BABBE AAACD EABBD ADAD E DFFD BFFDF FCCFF	NO	DEPARTMENTAL	RECORD					
16174	F	176	EFBFC FAG C C BFE EFFDC EFFE FFFFF FC	94	85	83	38	61	80	51	29
16167	F	179	AAABB AAACD ECBED CEADB DBEED BFFFF BBCAC	35	63	38	14	31	54	47	19
16079	F	203	AAACCF DBC E BDCFC EAAAA ADBFB FCBCF BC	11	1	3	12	16	1	12	15
16075	F	176	C BC A BB AABBA CBAEB FBAA AAAAE DCCCA	NO	DEPARTMENTAL	RECORD					
16070	F	181	AFBFF PBG D BDCAC AABBA ACEDF CADEA CE	15	10	3	10	10	1	17	9
16071	F	174	CCCBB ABDCE AADBE CBACD ACBEC DADCF BDADD	7	3	1	3	6	13	29	14
16004	F	179	FDECA DBA E CBDDC AECEA CBAFF ECADB D	54	47	40	48	26	64	46	25
16082	F	182	DGGCC ABBAB ACEEA CBBD A FFEFF FEFFC FECFC	6	6	10	8	1	20	27	21
			BEADP FBC F BCCBC FFCFD ACBBE FEFFF BC								
			EDBA ADDCB AACCD BCCDC AFPCA CFFDF CCCFC								
			BFEBD DBE C EBAFC FFCFF ADBDA CEAFB FC								
			AAABA BECBC DDACD BEDCB DAFFF FFCFF FCCCC								
			FCFDA DBH F FFFFC FFDFF FCFFF BCCCF CE								
			BFFCE AAABD EBBEB DBABC DACAB ACBDC BCDBD								
			CFDEB AAJ E DAAED DDFAD FEDBD EABDB AA								
			FDEAF AAF F CCEFD FLAFB DCECC FDBBC BC								
			BFFCE AAABD EABBB BDAD E DEFFA ADADA ABACF								
			EFDFE BAA A EAFCD ECD E FFEED EFEDD EF								
			CGGBA AGFBB AADED CEACD ACADB ACBAD BACBD								
			ABDAE CAB A CACBE ACBAD BCACD BADEC A								
			CCCBA ABFCB AAEE ECEAE ADFFF EFEEF FCACC								
			FEFBC EAE F CAAFF FCB CF EACCA EBECB AF								
			C DCC ECEDC DADBD BBDBD BEDBD BDCBD ABEDC								
			FACDD CAC B DCEED CDCFF EFEEC FAFBC BF								

I.D. SEX AGE			RESPONSES										DEPARTMENTAL RESULTS									
16007	F	197	CCCC	AABFC	BAAEC	DAECC	ECAPF	FFFAF	FCACC	46	36	3	10	56	70	51	23					
16190	F	190	FCCFC	FAH	FFFFF	FFPCF	FFFFF	FCCCC	AC	NO DEPARTMENTAL RECORD												
16009	M	169	DCCCB	AABEA	BAFDA	ADBDD	BLACA	DADAD	BCBCF	60	31	58	70	86	60	39	30					
16047	M	178	BEBCD	EB	C	DBDBF	CFCEF	FBPCB	CF	42	52	43	6	44	52	44	21					
16037	M	179	CGGBC	ABBB	ADECB	ABBC	AADEF	FEEAE	ECCCB	35	2	27	17	6	27	30	22					
16035	F	175	EDBAF	CAJ	B	CEAFA	DADBC	FFPCA	DB	26	36	25	10	19	20	30	18					
16050	F	179	CGGBA	ABFBD	EABDD	AEAE	FFDF	AEFDF	FCBDC	15	10	5	6	8	8	22	16					
16036	M	174	AABBE	AAH	E	CBCEB	DBCCC	BEBCF	BC	35	43	55	67	56	75	47	30					
16166	F	175	BFFAE	AAABD	EABDD	CCADC	EEDCD	DFDDF	EBFED	58	54	60	29	26	68	48	25					
16043	F	160	EEBDF	FAH	F	CDDFD	EBEDE	FAABE	BCCCF	84	52	60	48	42	30	33	21					
16042	F	178	BFFBE	AAACD	EABDB	CCBCC	ERDDE	DFDEF	EBFFD	0	47	40	17	39	54	38	28					
16053	F	180	CFCEF	FAP	F	CCDDD	ECEDD	EDCEF	EEED	5	19	58	62	51	32	22	33					
16052	F	179	BF	BE	AAABD	EBBCD	CDECB	DDFED	EDPCD	46	29	64	67	51	80	44	36					
16051	F	183	DCBBB	BAA	E	BBDEE	BBFBB	BBBDD	ADDDE	63	45	43	17	8	34	35	21					
16098	M	182	CGGBR	ABFCB	ABDDD	CCADC	CFIFD	APFFF	CCCD	38	38	25	44	37	42	38	22					
16034	F	177	CBDCI	FAG	F	DFIFE	FBAFA	AEFBB	BFCBB	58	25	8	26	21	34	34	22					
16120	F	184	BEFBE	AAAAD	EDBCD	BBC	EFABF	BFDF	DDCFC	38	56	40	51	42	66	36	36					
			BCBFF	DBG	F	FFFFF	FCFFF	FDFFE	CCDEF													
			DGGBC	AFBBA	CECBA	CCAEB	FACDF	PPFFF	FAFFF													
			FEFFF	FAD	F	FFFFF	FFFFF	FFFFF	FF													
			CGGBC	AGFBD	ECBED	AECBB	BFADD	PDFDD	DDDDD													
			DDDD	DAC	D	D	D	DDDD	DD													
			BFFBE	AAACD	EEBBD	DBACB	DFDFE	ECBEF	EFAFF													
			BAEBA	BAD	F	EAEBF	EALFB	DFIAC	FC													
			CGGBA	ABFBB	ABDBA	DABEA	DFDBD	BEFBB	DCBFC													
			CECDF	BAC	E	CBCAD	DDECC	BABDF	AEFAA													
			BFFBE	AAAAD	EBBCB	DCBDC	LBEDB	AEADF	BBBAB													
			ADBBE	BAB	E	AADEB	ABFBB	DAADE	BDDDF													
			BFFBA	ABCFA	DBDBA	AEAAE	AECDA	BCACB	AFEF													
			FDDBC	AAI	C	CCDFC	FCCCC	FCAEF	CFCFE													
			BFFBE	AAABD	EABCD	CDABB	EEFDC	DFDDF	EBFED													
			EEBDF	FAE	F	CDFD	EBCDE	FAABE	BEFFB													
			CGGBA	AGECB	AAEAA	ABAEA	FFDEL	DEEEF	BCCFA													
			EEBDF	BBA	E	CDBEB	EEDBE	EBBFE	BEEBA													

I.D.	SEX	AGE	RESPONSES										DEPARTMENTAL RESULTS									
			BPFBE	AAABD	EABAC	DAAEA	EDAAD	FEEDF	BCBEC	63	86	71	8	84	87	55	30					
16113	F	183	EEBDY	BBB D	CDEEB	EELBE	EBBEE	BEEEA	DC	38	31	16	4	3	30	37	17					
16107	F	180	DBGBB	BAEBA	BAECD	CCADA	ADBBB	DACBB	F BFF	38	36	15	14	29	38	36	22					
16105	F	181	FFFFF	FBH F	FFFFD	DCCAB	CCDEF	FFFEF	AC	23	29	25	48	31	25	28	23					
16104	F	177	BPFBE	AAACD	DBAAC	BCADB	FEDFD	CFEDA	BFFFF	9	13	25	17	12	6	20	18					
16108	F	181	FFFFF	FBF F	FFFFD	DCCAB	CCDEF	FFFEF	DC	67	49	64	44	37	64	40	31					
16056	M	175	CGGBC	ABBC	ABADA	CBAEB	FACFE	FDEDF	FDFFF	88	89	88	77	83	83	53	29					
16048	M	177	DADFF	FAE D	AADDD	DDDDD	DDDDD	PEFFD	DD	63	58	64	77	42	62	36	34					
16181	F	182	CGGBC	ACBAB	ACDDA	ECBDB	ADCCB	CBFAC	CBFCF	48	82	40	67	47	58	42	26					
16033	F	163	CACFF	FBI E	CBBCB	BBEBB	BACAF	FFEFF	AC	76	23	25	77	51	68	37	36					
16038	M	177	CCCB	AEFAB	ADDED	BDAAB	FFFFC	BFEFF	FCCFC	19	23	6	38	19	27	23	29					
16039	M	177	FCBFF	CAG F	CBFFF	ACCCC	FCFFF	F		80	92	93	75	92	91	51	37					
16049	M	180	CGGBB	ABECC	AAABD	BCACB	EFDDD	AAADDE	FAADA	19	29	30	35	49	36	38	19					
16110	F	184	DDABF	BAI A	AADDA	EDEFB	EBEFE	EEEDF	DE	67	45	48	6	39	40	39	20					
16093	M	175	CCGGB	AGECB	AADBB	AECAE	FFFFF	FFPDF	BCCFF	80	58	67	14	51	48	36	27					
16126	F	179	FBEFF	FBF F	CFFFB	FFBFF	FFFFF	FFPDF	EA	46	47	50	35	49	66	41	31					
16123	F	176	CGGAC	APEAB	AEDBB	BCAEB	EECFB	AFEDF	FCCFF	35	23	20	17	16	36	31	26					
16124	F	175	AEBEF	PAD F	CBFFD	DCECC	EEDFF	DEFEF	FC													
			DBGAB	ABCAB	AECCE	BBBDD	FDCFD	FDAFF	FCFAP													
			PCFCA	FAI F	CEDFP	AAFAF	E DFD	DDACF	CC													
			CGABA	ABECC	DAADD	CDADD	ECEFE	EFAAF	ECBBA													
			ABACB	AAJ A	AAFA	LAFAD	AAAFD	DAAAE	DA													
			CBDBB	ABDBB	ABDDA	BDCCC	EEFEE	EDDDE	EBDEB													
			EFEBD	AAJ D	BADEA	ABEDA	DBDED	EEEA	DB													
			BFFBE	AAABD	ECBCA	ADCCD	FEAEE	EEFFF	DPCFB													
			EDDDF	CBA F	BFFFC	FFCCF	FCFFF	CFFFF	DF													
			CC BC	ABECB	ACDDB	ABACD	FFFFD	DFAF	FAAFB													
			FABBC	FAD F	CAFFD	FFFFA	ACFCF	FFFFF	EC													
			FEBBC	BEBAA	BFCBA	CDBBC	ADBEC	AFEEE	ACEFC													
			AABEA	BGG F	EDFFE	FEFEB	EEFFA	FEBFE	AC													
			ECGBA	CFFAB	AFAEA	CCBCC	FFBFB	EEFFE	FEEFF													
			DDD D	EBD F	BABED	FAEAE	FAADD	DEEDD	DB													
			AAABC	CFFAC	DFAEA	CCBCC	FF FB	EFFFE	FFFFF													
			BDDDF	DBE F	ADBDD	FFFCA	DFADF	FDDDB	AA													

I.D.	SEX	AGE	RESPONSES										DEPARTMENTAL RESULTS									
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
16121	F	179	ECGBA	CGFBB	AFAEA	CCBCH	EFEDA	DFABF	EBBAB				76	40	25	38	16	46	32	30		
16122	F	175	DDBAF	BBB F	BABAB	PAPCA	DABFE	BBADD	AC				91	76	74	51	54	77	38	40		
16126	F	178	AAABC	DDFAC	DFAEA	CCBDC	FFBEB	EFFBE	PACFB				80	58	67	14	51	48	36	27		
16130	M	188	EADDF	CBC F	CECAE	AAAFB	DAAEF	DDDEF	FC				67	86	48	51	68	64	49	22		
16147	M	190	ECGBA	C BCB	AFDCD	CCADD	EEDDB	DEEDF	CBEEC				76	76	69	86	31	77	42	36		
16141	M	177	ADDDF	BBG D	BBCAF	AEDCA	ADBEF	FEDDD	DF				96	83	95	57	94	82	48	33		
16145	M	172	AAAAA	BBEBC	DDACE	CCCEB	LFCBD	FFFEF	DFCFA				76	80	76	54	81	77	50	26		
16144	M	172	FFBEF	FBA F	AFCFE	EEFDC	DAEDF	EFECF	FC				98	96	84	85	98	95	53	40		
16131	F	180	CFFDF	ABH C	FFFFC	BABCD	DBCDB	CADBC	BBBA				67	36	46	35	19	56	36	31		
16132	F	176	AAABA	CGDAC	DFAAA	BBAEB	DFDFF	FFECF	PCADC				58	47	20	14	42	40	31	28		
16129	F	181	FBFCA	DBB E	CAFFB	EAEDA	EDEFD	CFDDF	EB				94	69	73	48	29	68	46	27		
16138	F	180	AAABA	DBECC	DEABB	BDADB	EFFFF	FFFCF	AAFFC				63	58	83	51	54	80	46	34		
16137	F	174	FBFCD	DBF	DFPFC	FFCCA	PBFFC	FCCCC	BC				26	7	15	26	2	11	22	19		
16135	F	173	AAABA	CDDCC	DFABD	BDACB	BDFFF	FFFEF	DCFDC				97	98	94	98	92	99	57	45		
16136		178	FBFCA	ABE B	CFFFC	FACCA	FCEFB	AACCF	AE				NO	DEPARTMENTAL	RECORD							
16140	F	171	EDBBA	BBFBB	AFDCC	AEABE	FFDED	EDED	FCCEE				54	36	35	41	49	48	34	29		
16134	F	176	DCEDF	ABB F	ABAF	LAACD	EADDC	EFPEF	CC				80	71	27	59	65	58	42	26		
			EDBBA	BB BB	BACEB	CDAD	EADDC	EFPEF	CC													
			ECFDA	CBC F	FFCFA	ABCCF	ECBFF	FFFFC	CC													
			AAABC	CEBAC	DFAAC	CAAEA	BFCCA	BFDEF	FCBFF													
			CDBFF	BBJ F	CDCCF	BBECD	ECCFI	FFFEF	AC													
			EAABA	DGFCC	DAADD	BEDDL	FFEFE	EFEFF	FAAFF													
			EFEBE	EBI F	AEFFE	FFFBD	FEEFF	DFFFF	FC													
			AAABC	CEFAC	DFABB	CBADB	FFCBA	BDADD	FEBFD													
			DCDBE	CBH F	BBBDE	DEFED	DBBEF	DDAAF	DC													
			EGGBC	DFPBC	DAACB	BBCDB	EFBAA	AEF	FBCFC													
			ABAFF	FBF F	BBCDE	DBDED	DDDDD	BDFFF	EC													
			EAABB	DB BC	DFABB	BBAEB	FFBBA	BDFFB	ECFFB													
			EFBBF	EBG F	BEDEE	EFFBE	FEEFF	AFEFF	FF													
			EAABA	DGFCC	DFADD	BCDD	FFFEF	FFFEF	FAEFD													
			FEEBE	DBA F	FEFEF	FFPBC	FFFEF	DFFFF	FC													
			AAABC	CFFAC	DFAAA	EBAEB	EFCCA	AFIFE	FFCFF													
			FFBFF	FBE F	FFPFB	FFFAF	FFFEF	FFFFF	FB													

I.D.	SEX	AGE	RESPONSES										DEPARTMENTAL RESULTS									
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
16109	F	190	BFFBE	AAABD	ECBBB	ECADB	AAACB	CBFAC	CBFCF				19	3	8	10	10	3	18	12		
16030	M	174	CA FF	FBJ F	BBBEC	BBBEB	EABAI	CEEEF	EB				6	3	25	20	26	5	24	11		
16133	F	175	CCCB	ABEBB	ABDCB	CCBCB	DEABA	BDAAP	AAADA				96	99	95	91	93	99	57	44		
16173	M	176	AAAAD	AAA E	AAADT	AAADA	ADAEL	AADAD	AA				23	13	25	32	37	27	29	23		
16172	F	192	EGGBC	DFPBC	DFACA	BBADB	FFCCB	BFFFE	FBCFF				84	73	83	51	93	64	46	25		
16156	F	178	DDBEF	FBD									63	78	69	26	63	83	47	35		
16059	M	191	DCEBB	ABBCB	ABDBB	BCBEB	EDLBE	CDCBC	ADBFC				9	19	3	12	1	6	22	14		
16008	F	178	EBADB	CB D	BDBDC	DBEBF	DCCBD	DDECC	BD				50	29	28	32	5	44	40	21		
16002	M	175	CCGCA	ADEBB	ACDCL	CCADB	EFAEA	BFDEF	FDBDF				97	99	99	94	98	96	54	44		
16006	M	182	DBBAC	EAI C	FCFEF	DFCEF	CFDBA	ABDEF	FE				15	36	25	51	42	34	32	24		
16012	M	200	DGGAB	AFDAB	AEDBB	ADDBB	FDDAD	EEDDF	DCCDA				9	3	20	1	10	8	21	17		
16061	M	182	AEDBF	FAC D	BAAPA	AABBA	ACAAD	EFDAD	EE				2	1	4	17	3	17	27	19		
16076	F	191	CBBCF	CAG E	CBEDC	ECFCD	DDLEF	DDDDD	DC				58	67	35	8	44	58	55	13		
16062	M	175	BFFBA	AAACD	EABBD	CDACB	AFBFB	FFCEF	DCCDC				96	63	53	48	44	56	39	29		
16072	M	176	ABADF	BAC F	AAAPC	DFDBD	FBBFD	FAAAB	AC				NO DEPARTMENTAL RECORD									
16078	F	177	CDDBA	ABBAB	AACDD	CCACC	BCDAB	CABDC	EFABD				38	36	35	35	56	62	43	27		
16005	M	181	AFCEB	AAB A	DBEAF	CCABE	CDABF	BLEAC	FB				72	86	89	57	83	80	47	33		
			BFFBA	AAABD	EABCB	CCDC																
			AG																			
16062	M	175	CCGBA	ADDCB	AADCB	DCEBD	EFEDC	BACDB	DBFEC													
16072	M	176	ADCEA	FAC D	ACDBD	BEFBD	EACCD	BADBD	BE													
16078	F	177	CCGBA	ABEAB	AADDD	ADDEC	FEFBE	FFFFF	FCCFC													
16005	M	181	FFFFF	BAC E	EEEEC	EECEE	ECEFF	DDDFD	CC													
			CCGBA	AGFBB	EADDD	BCCDD	DDFFF	BFDFD	FFAFF													
			FCCCE	CAI E	APFFD	FFFFE	EFFFD	CFFFF	DC													
			C GCB	BA BC	BACDC	ABCCD	BFFAC	PEDFD	CCCCF													
			CCFFF	FAF A	DBDCD	CBBBF	CBBBB	FCADD	FC													

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RESPONSES

DEPARTMENTAL RESULTS

16001	M	182	CC BB CDBA ADDBC CIBBD EDEDA EFEDF FBAEB	63	75	81	38	83	68	48	25
16003	M	180	BEBE BAB E ADAEB BAAAD ABEED EDDAA AB	80	92	87	75	68	85	48	35
16011	M	179	CGGBA ABDCB AADCD BDADD EFBCA DFYDF FCFDB	28	13	29	17	26	13	27	16
16010	M	175	ABDBB CAD E BABED BDFCD DDEFA EFEB A FC	54	29	81	48	68	79	44	35
16054	M	180	BFFCE AAABD ECDBD CCDED AE CB CDCE AEBCB	23	29	25	12	51	48	34	29
16069	M	180	DBAED BAB B DABD DBBEA DBEDA BBEDA BB	10	10	3	17	4	9	24	15
16064	M	180	DCDAA BBCEA BCDD AECDC ADEFE FFEAF ECCDA	76	60	60	35	42	75	47	30
16077	F	178	EFECF EAA F ADAFD EDEDA DADFD FDDDD CA	58	38	43	17	16	16	30	15
16068	F	183	CCGBA ABDCB AADED BDADB FFYFB BFYFF FCCFC	NO	DEPARTMENTAL	RECORD					
16084	F	178	EBBF BAE F CFCFB DAEF BFAB CFABB AF	72	49	53	44	54	66	44	28
16063	M	178	CDGBA AGCCA BAEED AEEBE CBEPD EBAC FDC A	96	82	50	48	54	68	40	33
16073	M	178	FACFA BAJ D CHADC CDFF CFCBA AEDCF ED	84	75	94	17	88	60	49	20
16083	F	176	CBEBA ABFCB AACED BDEBD FAFAF FFAFF BBEAC	23	23	27	48	37	38	26	31
16074	M	175	FDYBF FAE F EDEFC DFBE FBDFC CAACP BA	80	40	58	20	63	60	44	25
16067	M	192	BCGBA ABECB AACBD CCACB BFCE CFCBF DCCFF	46	56	35	65	61	54	39	27
16182	F	175	BFAFF FAH E CBDFF BLFCF FBEEF CFEEF CC	88	86	85	35	77	70	51	23
16081	F	176	CCGBA ABDA A BADBA DAAEA FCAAD FCCCB	NO	DEPARTMENTAL	RECORD					
			BBBAF BAI A CBF B CACBC ABCEC BABBB EC								
			CCBC AGFCB ABEDD BCBC EPEEA DFEEF EBEFE								
			ADD D EAE F BDDE EDDAA EDDFD FFFFA DC								
			BFFBE AAABD EEBDD BCAA EFBFE AFFAB FBCFB								
			BABEF FAD D CBADA ADEBA BAAFF BFEEF EC								
			CCGBA ABCBB ACDBD BDBC BDIBE FFEBF BCYFB								
			FBECE CAD F BBAFB ABBCB ABEPB FEBBC DC								
			CDCBA ADBC AADCA CEADB ADBDD DDBBB DDBDB								
			DBDDD FAD D DDDDD DDDDD DDDDE DD								
			BFFBA AAA C AABED ACAA LDFFF FFFFF CCBE B								
			FEFCF CAE F BBFFC FCECE FFFFC CFEEF FC								
			BFFBE AAABD EABBA DCADB DEAFE AEFDF PBCFC								
			BEBEF EAH F CDEFE EECBE EBCE EFDEE FC								
			CGDBA AGB B AACBB ADCDE CCFFF FFCFF FCCCC								
			FCFCF CBC F FFFFF FFFCF FFFFC CCCCC CP								
			CGHBC AGFBB AACEB AEACE FFAF								
			AB								
			NO DEPARTMENTAL RECORD								

I.D.	SEX	AGE	RESPONSES										DEPARTMENTAL RESULTS									
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
16066	M	200	DGGCC	AGBBB	ACDBB	CCACC	EEEE	DEDD	DEDD	DEDD	DEDD	DEDD	DEDD	DEDD	DEDD	DEDD	DEDD	DEDD	DEDD	DEDD	DEDD	DEDD
16065	M	185	FFEPD	EAG E	CADDD	EDADD	EBIAD	DDDD	DDDD	DDDD	DDDD	DDDD	DDDD	DDDD	DDDD	DDDD	DDDD	DDDD	DDDD	DDDD	DDDD	DDDD
16080	F	179	DCEAB	ABDCB	ABDDD	EDADC	EFEED	BDED	BDED	BDED	BDED	BDED	BDED	BDED	BDED	BDED	BDED	BDED	BDED	BDED	BDED	BDED
16165	M	180	EBEEE	EAF E	BDCEE	EEFFA	EAFFE	AEFE	AEFE	AEFE	AEFE	AEFE	AEFE	AEFE	AEFE	AEFE	AEFE	AEFE	AEFE	AEFE	AEFE	AEFE
16168	F	179	BFFAE	AAAAD	ECBDB	DBAEB	BECBD	AEBCC	AEBCC	AEBCC	AEBCC	AEBCC	AEBCC	AEBCC	AEBCC	AEBCC	AEBCC	AEBCC	AEBCC	AEBCC	AEBCC	AEBCC
16178	F	179	BBBFF	BAA B	BBCAE	BEECF	EFBBA	BBBDC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC
16179	F	180	BGFBE	AAABD	EBBCA	CDACB	DAFAD	DEAFF	CBFED	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC
16149	F	000	DDBDF	CBF F	DEAFB	REDDF	FAIFD	DBECD	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC	AC
16159	F	192	DGGBD	AGECB	ACDCB	CDCCB	EFABD	AFBBD	CBFFC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC
16175	F	181	BBCCP	FBI E	CAAA	ACEB	ACBCF	FFFFF	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC
16160	F	176	AAABB	BBBBC	DDFAC	BAEDD	DFFAA	B	FF	FF	FF	FF	FF	FF	FF	FF	FF	FF	FF	FF	FF	FF
16164	M	192	CAFAF	FBI F		B	AF	FE	FE	FE	FE	FE	FE	FE	FE	FE	FE	FE	FE	FE	FE	FE
16097	M	178	DCBA	ABBCB	AADED	ACCC	FEED	AEFEC	ECEBF	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC
16092	M	175	FBFFF	BBF E	CBBEA	ADFCB	AAADD	AEED	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC
16180	F	186	CCGBA	AGFBB	AADCD	DCCD	FFEDA	AFFFF	FBAFB	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC
16095	M	170	FFFEF	FBA F	FDDFE	FFDEF	FEFFF	FEFF	FC	FC	FC	FC	FC	FC	FC	FC	FC	FC	FC	FC	FC	FC
16114	M	180	BGFBE	AAACD	EABCD	CDABD	EFDD	FFFFF	CCCCF	CE	CE	CE	CE	CE	CE	CE	CE	CE	CE	CE	CE	CE
			CBDDF	CBE F	CBDFB	CEFC	BCFFB	CEBFC	CE	CE	CE	CE	CE	CE	CE	CE	CE	CE	CE	CE	CE	CE
			FFBBA	AAACD	EABCB	AECDD	DCFFF	FFFFF	EFDD	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC
			EFEDF	PAH F	BFFDF	EFFFF	FCFFF	DDDF	FCCFC	CF	CF	CF	CF	CF	CF	CF	CF	CF	CF	CF	CF	CF
			BFFBE	AAACD	EABBD	ADADE	FFFD	DEDF	FCCFC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC
			CEBAC	FAC A	CAAFE	AAFC	DDFFD	FDDDF	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC
			CGGBA	ABFBB	AAACD	DCCD	FFEDA	AFDFF	FECFE	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC
			FFCEP	FBA F	BDAFE	FDDFF	FEFFF	FFFAF	FC	FC	FC	FC	FC	FC	FC	FC	FC	FC	FC	FC	FC	FC
			CCCCA	ABECB	AADCD	CDADE	DDEB	D DDE	DBCBC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC
			CFBBA	CAF A	BDBDB	DECDA	DDDC	A	DF	DF	DF	DF	DF	DF	DF	DF	DF	DF	DF	DF	DF	DF
			BFFBE	AAACD	EBBCB	ABBCC	FFACB	CDFBE	FCCFB	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC
			BEFF	BBE B	BAAAD	BEED	EEBF	EEFE	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC	EC

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RESPONSES

DEPARTMENTAL RESULTS

16101	M	189	BFFBE	AAABD	EABDB	DDCBD	CDDFF	FCFFF	CCCFC	58	69	27	54	61	46	38	24
16106	F	179	DDFFF	DBB F	CCEF	DDDFD	FDCFF	EBBCF	AC	23	8	0	17	21	10	26	14
16094	M	175	CGGAC	AFFBB	ACECA	CDADA	EAFFF	BFFBC	FCFC	42	25	30	20	54	64	36	35
16163	M	175	CBDFP	FBG F	CDFFD	FDCFF	FCCBF	FFFFF	CC	38	58	53	81	54	82	38	43
16158	F	184	CCCB	ABEAB	AADED	AEDCC	FFBBB	BFFFF	FCFC	91	45	50	44	37	73	46	30
16161	M	173	CCBAF	FAE E	CBCFF	AFPCA	FFCFF	FFFFF	FC	76	82	97	94	68	93	49	41
16103	M	188	DDDAC	AEBBB	AEDCB	CAAE	LBEE	EPAPP	BBCAC	50	52	25	12	16	42	31	23
16104	M	187	FAACB	DBD F	BDCEA	DAABA	DADDA	AAAAE	DB	5	15	40	35	21	20	26	20
16031	M	181	EAACB	DFBBC	DFACB	ACBDD	FFBDF	FEDBF	FCFFF	76	60	84	44	88	60	46	23
16117	M	186	EFFCF	BBI E	CGCPA	FFPCD	HEFFE	AFGGF	FC	46	31	16	26	37	27	33	19
16115	F	178	DDDBA	ABE C	BACED	CDEAD	BCCBD	FBDAB	ACDCC	46	69	71	77	54	68	36	35
16119	F	178	BAABB	CB	C	CBABB	ACDCD	DBBAC	CF	99	71	87	93	93	93	48	42
16116	F	184	CCEBA	AGFCB	AACDD	EEABC	CAFFF	FECFF	CAAEC	63	76	60	41	51	77	45	33
16058	M	185	FFAEB	DBD F	FFEPD	FFDF	FEBC	CCCB	CA	NO	DEPARTMENTAL	RECORD					
16060	M	175	BGHBA	AAABD	EABCD	FEACE	CAFFF	FECFF	CCAFF	67	58	67	75	49	85	45	38
16040	M	183	FFFFF	FBE F	FFFFF	FFDF	FEBC	CCCCD	CA	54	29	48	26	54	48	37	26
16183	M	172	DCGDB	AGFCB	ABECD	ACADC	BDFFA	BFFAF	FCFFB	NO	DEPARTMENTAL	RECORD					
			EECDA	FAB F	CBDB	DFCF	FFDF	DAABC	DC								
			CCCC	ABFBB	AADCD	BDDDD	CAFFF	FECFF	ACFPA								
			A AEF	FBH F	ABDBA	APFC	AAAFF	CFDF	FC								
			CCEB	AGDBB	AADCA	BEAEB	FFBFB	FFFFC	FBCFC								
			BFCFF	CBF F	BEFEC	FFDAB	DCCFE	CBFFF	C								
			CGHB	AGDBB	AADBD	BEADC	FFBFB	FFFFF	CBCEC								
			BFCEF	DBJ F	BDEDC	EDDAB	DCCFE	CBDEF	AC								
			BFFBE	AAABD	EABBD	BAACC	DAEFC	EFAEF	BFFCC								
			BDFDF	CBG F	CFBFB	FFBEC	FCBEE	BDBDB	EC								
			CDDBA	ABCBB	AACBC	CBCEC	CBEB	DBDBC	FBCBC								
			BDBBE	DAI A	BCBCE	CACDB	CEAA	DBDBD	BD								
			BFFBE	AAAAD	EBBAD	BLACC	DDDE	DBADD	ECCEE								
			FEEC	CAA E	EAADD	DEBEE	EDDFE	AEEDB	EC								
			DCDBA	ABECC	AAEED	CDACD	FBFFE	FFCFC	FCDC								
			CB AD	CAA F	CCDC	FFFCB	FFDFD	EDCCC	CC								
			DCCCA	ABECB	ACDBA	BCBCC	BDEDB	CAACB	DCCCB								
			DDDCB	CBD D	DDDFC	DBCC	CCCEC	BDDCE	CC								

I.D.	SEX	AGE	RESPONSES										DEPARTMENTAL RESULTS									
			DG	DC	DC	DC	DC	DC	DC	DC	DC	DC	76	49	35	20	26	42	33	27		
16151	F	172	DG	DC	DC	DC	DC	DC	DC	DC	DC	DC	76	49	35	20	26	42	33	27		
16152	F	182	DC	DC	DC	DC	DC	DC	DC	DC	DC	DC	84	73	69	75	44	78	46	28		
16153	F	179	EC	CG	CG	CG	CG	CG	CG	CG	CG	CG	72	89	69	41	26	64	46	25		
16099	M	173	FC	DG	FF	FF	FF	FF	FF	FF	FF	FF	63	67	76	65	88	73	45	31		
16111	F	179	FF	FF	FF	FF	FF	FF	FF	FF	FF	FF	15	19	10	6	21	16	29	16		
16055	M	178	CG	DB	DB	DB	DB	DB	DB	DB	DB	DB	15	36	25	35	6	24	31	19		
16032	F	195	CB	CG	CG	CG	CG	CG	CG	CG	CG	CG	2	1	1	14	4	1	10	10		
16154	F	174	AB	AA	AA	AA	AA	AA	AA	AA	AA	AA	50	36	35	41	26	40	30	29		
16155	F	172	FB	AA	AA	AA	AA	AA	AA	AA	AA	AA	72	58	58	35	47	52	35	30		
16171	F	177	BC	CE	CE	CE	CE	CE	CE	CE	CE	CE	23	43	60	41	29	27	36	14		
16045	F	171	CD	AA	AA	AA	AA	AA	AA	AA	AA	AA	98	99	98	86	89	99	59	42		
16046	F	171	CA	AA	AA	AA	AA	AA	AA	AA	AA	AA	97	98	99	72	89	97	56	40		
16177	M	176	CA	B	BA	BA	BA	BA	BA	BA	BA	BA	42	52	74	32	69	56	40	27		
16041	F	179	AF	DA	AB	AB	AB	AB	AB	AB	AB	AB	15	1	2	10	16	1	17	10		
16157	M	173	DD	CB	BA	BA	BA	BA	BA	BA	BA	BA	46	54	64	44	56	44	35	26		
16139	F	181	CB	AB	AB	AB	AB	AB	AB	AB	AB	AB	NO DEPARTMENTAL RECORD									
16146	F	183	AB	AA	AA	AA	AA	AA	AA	AA	AA	AA	23	23	30	26	16	12	24	16		
			FF	FF	FF	FF	FF	FF	FF	FF	FF	FF										

I.D. SEX AGE

RESPONSES

DEPARTMENTAL RESULTS

16142	M	177	EAAB BBAC DAAB BCD BCB DDAD EABAB DDAAE AADDD	35	45	55	38	56	68	42	31
16127	F	179	FCABA DBC D DABDF DAE B DADADA DDDAD AC	15	13	11	8	37	27	26	26
16125	F	182	AAABC CBBAC DADDD CCCAD ECFFD AEDBF CDBEF	26	31	35	3	16	13	28	15
16143	M	175	BCEDD EBH F BDDED EFFED DFIEC DDCAD DB	50	76	59	44	65	68	49	24
16118	F	172	AAABC CBBBC DFADD CDCB EDADA EEDAF EBECDD	35	38	10	12	16	13	28	15
17012	M	185	BBAF ABF F BEAAD EFEB EFAED DDEBA DD	72	1	1	1	12	36	46	11
17011	M	100	AAAAC DEDAC DFAAD ACAEA FFDDB CFFAP ACAPF	17	6	8	8	26	5	25	10
17020	M	177	DCFC DBD C CDCFC ACCBC CCRFB FCFAF FC	88	95	97	88	94	92	55	41
17014	M	187	BFBE AAACD EABCD CBED EFADF FFFDD BACFE	54	23	50	3	12	30	40	14
17017	M	188	DFFDF CBI F CFFFF FFFBF FFFFF FFFFF EC	58	67	40	10	44	40	38	21
17023	M	173	CEDBA ABFCB ABCBE EEBBC EEFEP EEEFF ECEFE	84	94	87	72	92	82	54	27
17015	M	184	FAACD DAC E CDAAC LBCCD DCDPD FEDEC CB	63	67	46	89	84	92	51	38
17016	M	172	CGHC AGFBB ACCDB CCCB BFADB ADABD AABEA	94	52	64	35	39	64	46	25
17021	M	187	EDBD CAB F FACAF DFACA LABBB AFFBC AC	67	40	40	10	16	27	31	21
17002	M	182	EADEF AAA A ADADL AAEBA DDDDB FDDDF DC	54	65	60	70	63	64	41	30
17022	M	175	BFFCE AAABD CDCCB CEABB BBCAF BDACF FBCCC	67	47	25	10	44	27	31	21
17013	M	176	BCBCF CAE A CDCDB BDBCA LBBCF BADBC CC	42	3	15	20	26	11	27	14
			C GBA A CC DBCCA CCABC BEED DFEDE EBDDD								
			DDDDD BAH E BFADD EEDDB ELAPD								
			BFFFB ABAAD EABDD DCCCB FEBAA DFEB BFFFD								
			AFADF EAD B BABAD DAEAA AABAF AADDF AB								
			DGCB AABDB ABDCD CDCBB EFABA EEDCB DBEFB								
			BCBAB CAF D ADBDD DDEBA ADAEF AFEDF BC								
			DGGBA ABBBB ABDDA DCCCB FECCB BFEBF EBCFF								
			AABFD DAG A AADFE EBEC AEAFF ADDDE DC								
			DCGBA AGDBB ACDDC DCDGD EFABE AFPEC EDCFE								
			CAAEF FAB F BDBDD DEABA ABAEE BFFDF EC								
			DCDBA ABDAB AECBB BBACB DFBBB BFFBF FBCFB								
			DECEF AAC F CFCD A FCFC EBCFF FFFCF AC								
			BAACE AAABD ECBAD ECACB DFCAD DFFFF FCCFF								
			CFAFF AAC F CDFFF FAFCD DADFD FFFEF FC								
			BFFCE AAAAD EBBCB CEAE B FFCDA BDFDF ECEFF								
			COBFF FAD F FFFFF FFFFF FFFFF FF								

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RESPONSES

DEPARTMENTAL RESULTS

17007	M	192	CBGBA	AFDBB	AACDD	AEABE	FEDED	YFDFF	EDDEC	72	58	10	51	19	44	31	30
			BECAD	BAH F	FFFFC	FFPED	FPBFE	FFFDFF	FF								
17009	M	174	BFBFE	AAACD	EABDA	CCECE	FFFFF	FFFFF	FCDPB	28	52	73	14	54	48	35	28
			FFBFB	CAJ F	AFFFB	FFFCF	FFFFF	FFAB	FA								
17010	M	194	DBBBA	ADCAB	AACDB	CCADB	YDEFF	FFFFF	PEEFP	58	71	25	51	81	20	27	21
			FFFFF	FAA F	CAAFE	FFFCF	FFFFF	FFFEF	FF								
17051	F	172	AAABC	CBEB	DFABA	ABADB	FFDDD	AAAAF	FCCFA	76	83	87	32	51	70	44	28
			FFFFF	FAB F	BECDA	DDFCF	FCFFF	FFFFF	FC								
17054	F	172	CCGCA	ABFCB	ADEC	ABAB	EFDD	FFFFF	FFFD	38	54	74	41	47	62	42	28
			YBFFF	BAE F	BDCFB	PDFFD	FFDFF	FFFFF	FC								
17058	F	172	CDCB	AABFB	BAADE	DCEAC	BDEFF	FFFFF	FFFCF	43	58	35	42	26	56	38	29
			FFFFF	FAI F	CFFFP	FFFFF	FFFFF	FAAAA	FF								
17059	F	175	AAABB	CEDAC	DFABC	BAAEB	EFEDA	ABFAB	FBCFC	98	99	83	77	80	87	56	29
			ADABF	EAJ D	ABBAC	DADBB	BBBBF	CDDDF	CC								
17024	F	182	CDBBA	AGGCB	ABDBD	BBCDD	EFEDA	DFDFF	FBFPC	54	43	58	8	26	52	48	19
			FEAEF	EAE F	EFDFC	FEFF	FDDB	CFDDA	CC								
17056	F	174	AAAB	BDGEC	CDFAC	BCCBC	CEADD	DDDD	FEBAD	98	94	90	70	84	80	46	34
			ADDD	DAG E	ADDBD	DDADD	DDDAF	FFADD	FE								
17061	F	184	DGCHB	AGECB	CCDCD	CECEB	ADDCD	FBDFF	BBBDA	23	43	38	12	16	34	38	18
			DCBDF	CAB F	BBB	DDCB	DBBDF	CAABF	BA								
17064	F	179	EDCB	BFFCC	DCAPA	ACCC	FFFFF	FFEFF	AAADC	80	73	67	44	84	60	45	24
			FCFCF	FAE F	AFAPA	FFPCF	FFFFC	BFFFF	DC								
17067	M	196	BFBFE	AAABD	EBBBD	CDAEC	DDDE	F	FAD B	46	63	60	44	93	68	39	34
17074	F	168	DGGBA	ABFAB	ACBBA	BCCDD	FFDD	DFFFF	FFFD	19	15	6	26	8	15	24	18
			DDDD	FAE F	FFDEF	PEDFF	FEDEF	FEED	EF								
17053	F	180	AAACB	CFDCC	DFACA	DCAEB	DEBBA	DEEAC	ACBFB	58	73	73	51	44	42	39	21
			AABAE	FAD E	BBAAC	ABBB	ACBDE	BEDAF	AF								
17004	F	180	DGGBA	ABFAB	AACDB	DCADC	FFDD	DFFFF	FFFD	76	71	48	35	59	44	40	21
			DDDD	BAE F	FFDEE	FFFE	EEEBE	FFFE	EC								
17072	M	179	CGGBA	ABFAB	ACCCD	AAEC	DFABF	FFDFF	FCCFC	91	83	93	48	61	96	54	40
			FCBFF	FAC B	CBFFF	FCPC	BBBFF	CBBCF	FC								
17052	F	173	AAABC	CFBCC	DFABA	DBACC	BFCAD	AFFFF	ACCFD	42	36	35	57	37	44	30	31
			LEBB	AAC F	CYAFF	FDACD	ACAFF	BAAFF	FC								

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RESPONSES

DEPARTMENTAL RESULTS

17055	F	199	AAACC CEEAC DFAAA BBAFB EFBA A BFFAE ECEBEC	58	89	30	20	47	44	44	17
17068	M	173	ABBEF BAF F DFEDD FECD A LBBEE BEFEA BB	63	83	88	57	83	88	55	31
17066	M	193	AAABC CBEAC DDABB BCABB AFDFF FFEDE FCDDC	8	10	2	6	31	7	30	7
17060	F	177	DCACD CAI F ABADD DADDA ADACF FDAAF D	58	43	43	0	16	0	0	0
17062	F	178	CDBBA ACEAB ACCEB CBADA FECCD BPFCF EBEAE	50	40	27	35	21	40	35	24
17071	M	175	BDBDC EAG D DBDED BDCBC EBBDC LABCE BA	88	80	71	79	73	73	50	26
17077	F	183	DDDBC AFBAB AADAD CCAEA FFFFF FFCFF	88	86	60	44	69	60	42	27
17027	F	181	FFFCF PAA F FFFFF BBFCF F BFF FCCCC FF	15	14	25	10	16	8	21	17
17043	F	180	DCHAC ABFAB ABEBA CDAEA FFDDD AFCCC CCCAB	91	93	76	57	68	80	53	27
17041	F	189	BBAAF CAC E CEEDC ADFCB AAEBE FPFEE B	23	52	25	20	26	38	34	22
17040	F	187	CCGBA AGEBA AADAD BDBDB BBDCD BDDFF FCCPC	28	49	27	12	16	9	25	14
17037	F	171	FFFCF EAB F BFBFF FFAFC FCCCF CDECD CB	35	29	8	10	2	30	24	25
17045	F	188	AAABA CGFAC DFACB CCBEC FFAD E AC C	10	3	8	8	8	4	20	13
17047	F	185	A AH	8	15	5	10	2	15	31	13
17080	F	165	BFGBE AAAED ECBDD CCADC DEDFE EPPPE FFCDB	4	1	11	10	2	1	19	8
17039	F	181	FAPDF DAH F AFFFF FFFFF FFFFF F	96	78	78	93	61	83	40	42
			DGGCC AFEBA ACDCB CDDCC FDA F F FFCFE	23	10	20	35	5	5	24	11
			AFBFF FAG F CP EBF FF FFFF DC								
			CGGB AFEAB ABCEB DCADC AEEFE FFBEB DBEBC								
			DEEDD AAD A BCDED CEABC DEDCB ABCDE DC								
			BAGBE AAABD EBBDD CCCDB DFEP EFCE DBBCD								
			ECBCC EAB A BFDDB DACBC APBDB CACCA BC								
			BFGBA AAAACD DEBED BCDBB FDFEA ECDDE FEDDE								
			EDFEF FAA D DCCDD EDCDC BACBB CFIDD EF								
			BGCA AAAACD EBBDB DCADB FFFAA FFFDF DACFB								
			BCAEF BAH F FFBE B BECEF FBBAB FFFFE EC								
			CCGBA AGF B ACDED ACDEC FFBFA AFFFF FCCFF								
			FFFFF FAF F AAAFF AFFCA FFAFF FFFAF AA								
			CBHBA AFECB ACCBD ACADC FFBEA AFFFF FCCAF								
			CFFAF FAH F AACFF CAFCA FFAPD FFFAF AA								
			FAABB CGFCC AFACB CCCCC AADDD DDADF DAAAD								
			DADAE DAA D DDADD DADAA DDAED AAAAA DA								
			CCGBA ABEAB AADCD CBBB AFFED FFDDF DBCFC								
			EBDCF FAJ DCFED EECBF DEBFC ECADF EC								

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RESPONSES

DEPARTMENTAL RESULTS

17050	P	178	AAAB BFF C AFAC B C CCB FF	FFFF FAAPF	96	83	71	38	61	66	45	27
			AAFF AA P									
17038	F	181	DDGB ABFBB ABACA ACBCC DDDFF	FFFFF FFFFF	76	69	73	32	71	77	49	29
			FFFFF FAI F FFFFF FFFFF	FFFFF FF								
17035	F	276	CGEBB AGFCB ABCDC EEEEE EEEFF	EEEE CE	58	75	43	6	2	22	34	15
			FEFFC FAP F EFFFC EEEEE PEFFE	PEEFF								
17029	F	173	AGEBC DGEBC AFDAE CBAAE FFCBA ADCCF	CCCPC	84	93	71	51	59	83	55	27
			CECDF AAJ C CBCAB ABFCA AFCFF	AFFDF BC								
17036	P	180	D CC A DBB ADCCB DCBDC DCCDB	ADDA BCACE	28	13	27	26	1	20	29	19
			FDBAC DAG F FFFCD CBACF FFFCF	CFFFF FC								
17046	F	180	CGHCC AFBAB ACDC A AADB FDC EE	BFDDF DBCFE	54	47	35	41	10	40	35	24
			FBEDF BAG FACEB FDAEC EBDAE	EDDAB FF								
17033	F	177	AAACC CFEAC DFAAB CCADB DEBAB	DADBE EBEEA	35	36	18	29	21	19	25	19
			BDED F DAD D DDBDE BBEAD DAAAE	EDDAF FC								
17034	F	181	AAACC CFEAC AFAAB CCADB DEBAB	DADBE EBEEA	58	75	80	67	59	70	47	27
			FEEDF DAE D DDBDE BBEAD DAAAE	EDDAF FC								
17030	F	000	CBDBA AGFAB AACCL ADADB FFDFF	FFFFF FDCFB	42	58	35	41	26	48	32	31
			BBEFF BAA F DEFFF FFD BF	FBDFD AFFFF EC								
17028	F	175	C GBB ABD CB AADBA CEBDC		42	13	27	29	16	11	24	17
			AI F									
17079	F	181	AAABC CGFAC DFABF ACBCC	EFFFF FCDFF	94	96	81	85	83	87	55	30
			FCFFD BAJ F BBBFF FBFCF	IFEFF FFFCF FE								
17078	F	175	AAABC CGEBC DFABA AEAEA	FFCED DFF F	80	67	25	17	37	40	34	25
			FF PAI D	FAF AA								
17063	F	176	AAABC DFDBC DEAAE CAAED	FFCBF FFAF	80	93	94	77	81	93	50	40
			BEDEF PAD F C CFC FCFBB	BB FF FDDFF FC								
17018	M	178	DCGCA AGBBB ABDBD CDCEB	AAABB BADBF CCBBA	67	58	80	51	65	79	49	30
			ABBCE CAI A ADBDC DEECB	DDBEF AC								
17019	M	179	B FBA AAAAB ECBDC DEBCB	CBCDB ABDDF CEAAE	42	13	46	35	38	20	32	16
			FFDDB BAJ F FFBFD FECFF	FADCB CAFCF FC								
17001	M	163	AAABB CEBAC DFADB ACAEA	FECE FFFBF FAACA	67	73	74	70	54	90	41	46
			ABBBE AAB E ABADB EDBBA	CBBF CEED BA								
17003	M	185	CCEBB ABBCB AADDD BDBCD	FBDCE ADBC FCDDB	84	36	50	62	68	66	40	32
			CDEBA AAD B BDDDC AECDF	FABAD AFBDF AF								

DEPARTMENTAL RESULTS

RESPONSES

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17008	M	173	AFBEE ABACD EABED BECEE FFFFP FFFFP FCDFB	1	15	8	4	8	13	25	18
			FFFPB AAI F AFFFF FFFCF FFFFP FFFCB FC								
17057	F	245	BFFBE AAACD DDBBA CBCDB ADAAD AEDEA AABEA	38	23	53	89	54	54	24	42
			EAADD DAH D DDBDA DAAA LAAAA EDDAA AA								
17073	M	177	DDCBA AGDAA CADD CEBBD CBDBD ACCCA BDBDB	46	19	1	1	16	11	30	11
			CBDAC AAD B CBCCB BECCF BBCAC ACDBC BD								
17069	M	177	E GBA DCECB AFAED BCABA AFFAA CFFCC BCCAC	88	76	73	35	71	77	45	33
			BDBCC CAJ F CBBFB DBFCE DBAEE EEEEC EC								
17075	M	175	CCGBA AGFBB ABCDB DCBDB EAEDB CAABF CCDAC	19	8	38	29	6	38	21	37
			EBDCF CAF D CAABC DCCCC ECEBF CDBAC DC								
17070	M	174	DCGBA ADEBB ABECB ACCCC CDBBD DDCDE CADD C	63	56	76	79	63	87	45	40
			DEADB CAA D CDBED FAABC DDBDD ADCBE FC								
17065	M	173	CDDBA ACDCB ACDDD EEAEC DCBDC CBCCC EBDCC	46	40	30	14	26	22	27	22
			DEBDC DAF B CABFF BCDCC CCDA AADCB CD								
17042	F	183	DCGCB AGE C ACDCD CCADC DEDDD EFDD B EBEED	35	25	40	10	5	19	29	18
			EDEDE DAC A BCDED CEABC LDCBA BCDED CB								
17049	F	178	CCGBB A B C BACDF DACAB CEEDD DFFED ACDFC	80	65	69	51	37	66	42	30
			FFPDF FAJ F FFFFP FFAAF YAFF FFFFP FB								
17032	F	172	AAABB CGFCC DFACA BCBC E DFDBD DDDDB AFFFF	76	85	62	35	47	50	37	27
			FADDD DAC F BAAF DDDEB DDAFD BADDD DC								
17031	F	111	C B ABDD BCCA ACBB D DFEE ACBCF ECCFF	1	3	2	32	8	1	8	15
			DC AC BAB BEECB F DC CB CC D								
17048	F	226	DGGBB AGF B ADDBD EE DE ABCDE DCBAB CEDEC	88	76	55	26	51	60	43	26
			EABCD EAI A BCDED CEABC DEFCB ABCDE DC								
17076	F	178	AAACB CEFAC DFACB CCACC DEFAA AAAA AAAAD	84	80	71	72	56	82	43	38
			DDDDD DAG DDDDD CEADD CEAD AAFAA BBBBF BBBBC								
17044	F	178	DDGBA ABDAB ADDED CEADD CEAD AAFAA BBBBF BBBBC	28	25	27	1	10	16	30	15
			ACDEB CAE C BACCA EDFAC CGDFE FELDB AB								
18035	F	175	CCGBB ACEAB ACDDA CBEEC PDDDD DEDDD DDDDD	35	29	1	8	37	15	33	11
			DC BD CAF C CDBBA DBCBC BCLBB DCBCD CB								
18036	F	176	CGHAC AGFAB AEDAD CAAB EADDAF DDDCE ECCFF	23	40	25	26	37	46	35	27
			DAFED DAG D BCDDD FBFC C DFBFE FFD AF FC								
18044	M	174	CEHAA AGDCB AADBD DDEDB EADAE BEDBE BCCFC	58	31	40	59	26	44	26	33
			BBBDF DAE D DADDD BDECD LAABD BLABD AD								

I.D. SEX AGE			RESPONSES										DEPARTMENTAL RESULTS									
18020	M	181	BFFCE	AAACD	EABCD	DDBC	EFABA	BDDCE	DCBEC				83	49	55	29	59	58	44	24		
18018	F	201	CDDCF	EAA E	CDBDB	DDBC	BA DD	DEDAF	EC				80	0	73	29	6	44	29	32		
18003	F	178	CCGGB	ABBBB	ACEAA	EBAEA	FFDCC	DCDDF	FCCDC				28	19	18	14	26	11	22	19		
18010	F	170	CFCCC	FAI C	CCCDF	FCFDF	DFACF	ADFFF	CC				35	56	50	54	42	36	33	24		
18021	M	175	B FFC	EAAAB	DECBB	ADCAA	CABBB	ABFEC	FEBDF				46	36	62	29	61	38	37	21		
18007	M	180	DBCEB	FAD C	FCBCB	CDFCF	FADCE	CBADE	EC				84	67	84	41	80	64	47	24		
18014	F	180	AAACC	DCBBC	DFACD	FCADB	AFAPF	AFBFD	ECBFC				84	80	82	77	73	88	52	34		
18005	F	204	FCBBB	CAA F	FEFPD	FBABF	FBEBE	BDDFD	PC				42	65	50	41	65	50	37	27		
18017	F	181	D GGC	AABBB	AACCB	CCDCB	DREBB	AEEDF	EBBEB				50	29	38	10	6	27	37	15		
18011	M	181	ABADF	BAB E	ADDEE	EADAD	ALAFI	DEEFF	CB				60	58	27	51	26	48	39	24		
18012	M	173	DGGEC	ABBB	AEEDD	CDCDD	DFAED	FFCDF	FCADA				23	45	15	29	8	27	34	18		
18033	M	193	FDEAD	AAH A	ADADA	ADADA	ADFFB	ADCBF	EA				80	58	53	48	65	77	54	24		
18027	M	172	AAABA	CBDAC	DBADB	CBEC	FEAAE	AEDEF	FFBEB				10	1	30	10	2	4	19	13		
18032	M	180	BBABE	EAE F	AAEFA	FEDEE	CAAEA	FEFAE	FC				NO	DEPARTMENTAL	RECORD							
18042	M	000	CGGCC	ACBCB	ACECB	CAEC	DDADD	ADDDD	BCCEB				76	58	76	57	54	62	40	30		
18037	F	103	DEAAF	BAF D	CDDDE	AABBD	DAAD	DDAF	DB				28	45	25	51	44	62	39	31		
18031	F	195	CCGGB	ABEAB	AADB	CCBDB	ADDAE	AAADF	BBCDB				54	40	50	20	37	34	34	23		
			ADABF	FAH D	AAADB	DDBAD	DBDFA	FAAAA	EB													
			CCGGB	ABEBB	ACDCA	DEABE	EFCEC	EFFBE	CCCFC													
			CBACC	FAB C	FBAC	AAFEC	BABFE	CDFCB	AC													
			CBGGB	ABFBB	AACCB	CCDD	BCEAA	BLADF	ECCEC													
			BCCBF	DAC A	CABFB	AAEED	AAE F	AEDDE	DC													
			DCDBA	ADECB	AAAEF	BAAEE	CDADB	EBEDB	DACPE													
			CFCAD	DAD F	FACBE	FLBDA	LCIBC	FBDAA	DC													
			CCBB	AAFBC	BADCD	BEAEB	DBCAF	BDDBF	CEBCE													
			FAFFF	FAH F	EAFAF	CFCAE	DFCEB	ECFCD	ED													
			DBEBA	ABFCA	CAEEL	AECAE	CBDAC	BCADE	CABCE													
			ABCEB	BAC A	CAEDB	DACEC	FFDDE	CFDDE	CC													
			CCBBA	ABBAB	ACDDB	ACABB	EFECB	AADDF	EBCCF													
			CFCDF	BAC	CBABA	ABFCA	DDCFF	ADDAB	EC													
			EAABC	DGFCC	DFABD	CCAEB	AFDFD	FFFFF	BCCFB													
			EEEF	BAH F	DAABE	DBFDB	LBACF	AFFFF	FC													
			CCBA	ABFBB	AADDD	CDCBC	AFFEF	FEEDF	FDDDA													
			FDECF	DAB F	FEFPD	FABEE	FDEFF	DDDEF	EB													

I.D. SEX AGE

RESPONSES

DEPARTMENTAL RESULTS

18008	M	192	BFFBE	AAABD	ECBBC	ABAED	CCAD	CCDFA	BFBEC	5	8	20	85	31	24	16	34
18016	F	181	CCBAB	AAI D	ADBCF	BACBB	CBBBA	BFFEB	EC	84	86	76	48	69	72	45	30
18019	F	174	CCDBA	ABDBB	ABECB	CBEEB	ABDDE	BDACE	DCBAB	94	73	67	41	29	60	44	25
18001	M	198	ADDAD	AAG A	BDBDA	LACED	EADDB	ALAAD	BC	58	54	76	32	77	58	52	16
19033	M	190	AAABC	DBDBC	DFACB	BBBCB	FFABF	BFFBF	FCCFE	94	97	97	83	94	75	53	24
19049	F	173	FFBDF	AAJ F	CBFDF	ABFDA	AFBBF	EFFFF	FC	98	76	76	94	84	86	48	36
19059	M	173	DBHBE	ABDCA	BACDD	BEADC	ECEDD	FECEF	FCCFC	54	69	48	81	77	79	49	30
19060	M	178	CDCDB	DAB	C DAA	CEFE	CBDBC	CEECB	AB	38	47	80	85	86	72	44	31
19044	M	187	AAABC	BFDAC	DFACE	BBBDB	FFBCD	DEFFE	AFCFC	5	25	43	79	63	48	34	29
19031	F	179	CFCFF	BAD D	CABDD	DADBD	DCBDE	CTDAF	FA	96	82	69	91	73	79	45	34
19036	F	175	BFFBE	AAABD	EABAB	CCBDB	FVEDE	FFE E	DBEFB	98	92	69	14	68	77	50	28
19038	F	183	EFAFF	DAJ F	BBBFB	BEACF	EABFF	BFFDF	EB	26	23	20	17	29	15	31	13
19047	M	174	DEGSA	ADECB	AACDD	DBDC	FFAAA	DFFFF	FECFC	58	43	67	79	73	58	39	29
19037	F	174	DFACC	CAJ F	BFBFE	FBACA	ACFFE	BEEEE	FB	23	13	10	32	10	27	27	25
19045	M	172	DBCBA	AGCBA	BDBC	DDCCB	AFABF	FFBEF	CBFAC	54	67	35	48	39	48	35	28
19034	F	172	DEDAC	AAA D	ADAFB	FAFAE	DBAEC	CAAAF	AA	83	69	58	81	37	56	41	26
19040	F	173	DGGBA	ACFBB	AACBD	CCBCC	EECBD	AEAEA	FAFAE	88	76	58	65	71	64	38	33
			AEAEA	EAE A	EAEAE	AEAEA	EAEAE	AEAEA	EA								
			AAABC	CFPAC	AFABA	BCADE	AFAAA	BFFBF	FECFF								
			CDAPP	FAB F	BBFDE	DBEBA	BBCEF	FFFFF	EF								
			CCGGB	ABEBB	ABDDE	BDBDC	DDEDE	DDCDA	FAFFF								
			BCCCF	AAG F	CFBDA	FFFAD	FEFFC	FBCAF	FC								
			BFFCC	AAFCD	EEABD	DCAEB	AFFEF	FFFFF	EDEEC								
			EEEFF	AAI D	BDBDF	FFABD	FDCFF	FFFFF	FC								
			DGCBA	AGFCB	AADED	AEAAE	BCFFF	FPBFF	FPBEF								
			FEFCF	BAH F	APFFF	FFPCF	FDFFC	EBBBF	BC								
			BGHCE	AAACD	ECBBD	DCDDB	DFIED	DFCDF	ABBAF								
			ECAEF	DAH F	ADBEF	ADBSA	DAEED	AAAAF	DB								
			CDBBA	ABFBB	EACED	DEECD	DFFAF	FDCHF	FFBAA								
			FEFCF	DAF F	APFFE	FFDCF	FFFFC	ECCCF	FF								
			BF CE	AAABD	EBBDD	CCBC	AFDEF	CFFED	DACDC								
			DADAF	EAE D	DDDF	FEDFD	FDAFF	FDDEF	DB								
			AAABC	CFEAC	AFABA	CAAE	EFBAA	DFEFA	EACFB								
			EEDFF	PAA D	ADAF	FFFFF	FFFAF	FFFD	AC								

I.D.	SEX	AGE	RESPONSES										DEPARTMENTAL RESULTS									
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
19048	F	162	AAAC	DEDAC	DFAAC	CBAEB	EFBAD	DDEC	F	ECEDC	98	98	99	99	99	99	99	99	99	99	99	46
19046	M	192	BEBDE	AAI E	CPCAC	AEACA	FDDFF	DFDA	EC		NO	DEPARTMENTAL	RECORD									
19042	M	175	CCGBA	ABAB	EDBA	BDCCD	CFCCD	BCCBD	EFDD	B												
19008	M	180	ADACC	AAG A	FFFFA	PFACD	FCCFC	CCCCD	BF		88	86	93	97	86	92	49	40				
19011	F	181	CAABA	AGFCA	AEEDB	DDDC	AEFDE	DDDEF	FCADD	DD	19	29	38	59	54	27	40	12				
19003	M	183	FDFDD	DAC F	APFFD	FFBBD	DDDED	FCCCA	DD		54	40	18	10	29	60	42	27				
19002	M	173	DDHCB	ADDBB	ADDCD	ECCCB	ACAED	CFAPF	FFBFC	AB												
19001	M	172	FCEBF	AAI B	BFBC	ABDCB	EBFFB	EDABE	AB		54	54	35	88	90	72	45	30				
19006	M	176	CGBC	ABEBB	AECBB	CEADD	CFFFF	FFAPF	FAAFC	CC	96	69	69	70	90	72	49	26				
19004	M	183	FCFFF	FAB F	BAFFF	FAEEF	FDFFD	FFFC	CC													
19007	M	184	DBDBB	AFPCB	ABCB	BAAEB	EFFFD	FFCF	FCBBC	AA	54	60	76	81	65	72	52	23				
19005	M	177	DBEDF	AAD F	BDCFD	DBEC	EBCFD	CDACF	AA		96	60	76	81	65	72	52	23				
19014	F	186	BFGBE	AAAAD	EEBCD	BCCBC	CFDCD	FFCF	CCFF	CC	72	54	74	75	65	54	42	24				
19050	F	178	CCCF	AAC D	CCDC	CFCC	CFCFF	FFFC	CC													
19016	M	172	CCEBA	AGFBB	AADD	CEAE	EFFED	FDDDF	CCDDC	CE	19	23	20	32	8	9	19	20				
19018	F	172	FEFCF	DAB E	AEFFC	FECEA	FBFFC	CDACF	CE													
19017	F	179	AGHBC	BFDC	AFADD	DBDB	ACFFP	PEBDF	CCEAA	AB	19	29	30	67	21	32	22	33				
			CBADB	DAG F	AFFFA	DEDDA	FALBA	ABAAA	AB													
			AAAGC	DDGEA	CAABA	DCCDB	DBBC	CCFAP	CDDDE	FC	19	29	30	67	21	32	22	33				
			BDDDF	DAE D	BDDDE	FDDCE	CDDEF	DCCBB	FC		99	85	93	99	95	99	56	44				
			BFFBE	AAACD	EABED	AEEAE	DFFDD	DFFEF	EDCDC	FA	17	29	20	29	10	34	28	30				
			PDFED	FAH F	DDFFP	FDAC	EAFFE	FFFFF	FA		96	98	95	98	93	97	56	40				
			AAABA	DEEAC	DFACD	CBAEB	ADDF	FFFFF	FFFD	FE	23	15	4	29	4	12	24	18				
			BDPCF	CAP D	CCFF	DDBEF	FFFFC	AAABF	FE													
			C GCC	ABBCB	AEDBD	BDACB	DAADD	AFAD	FACDB	BC	84	60	73	94	65	79	46	33				
			DFADF	DAE F	AAEDE	DAFBA	ALAEF	ADDAF	BC													
			BFBED	CAA F	CFCEE	DDDA	ABED	BDEC	FC		94	76	73	93	65	80	42	36				
			BFFCA	AGABD	EABBA	DCBCB	FPFEE	DEEFF	FEFF	FA												
			FFDFD	FAG F	DDDFD	FDFFD	FAFFF	FFFFB	FA													
			AAABC	DFAC	DFABA	BCADB	FEBA	AEFE	FBFF	FC												
			DFDDE	EAI F	DABDD	DDECD	DFBE	EEFE	FC													
			AAABA	BGDCC	DFADA	ADADD	FPFEP	BFEDF	FCCFB	BC												
			FFBAA	BAH E	BEDEC	EAFBA	ECEFE	FFFFF	BC													

I.D. SEX AGE

RESPONSES

DEPARTMENTAL RESULTS

19019	F	171	AAABC DFDBC DEAAC CCAEB FFBEE FFFEF FBBFE	97	99	99	99	99	99	99	57	43
19020	F	180	EDABD PAJ F EEDDA DAFCD FDCFE FDDDD FA	80	54	48	75	56	64	40	31	
19021	F	174	AAABB BCEAC DFADB DCBDC FBAED EFEEF EABEB	84	88	84	93	73	88	49	37	
19022	M	178	EEEF EAA F BABFA EDFCE DDAFD AEEEE EB	84	71	74	81	65	70	45	29	
19035	F	176	BFFAE AAAAD EEEBB BBAEB EFBBA DDFE EDDEB	72	43	53	89	75	68	36	35	
19043	M	174	AFDDE EAB A ADADA AEDBA DDAAE BDDDD DA	28	10	1	44	16	24	25	25	
19039	F	189	BDEBA ABACB ABBD AADBD DAFFA EDADC ACDAE	43	30	43	29	12	40	36	23	
19012	M	183	FAEBE EAC D BDADD ADDCA DDEDD EDDDD DE	35	19	25	35	29	36	44	13	
19013	M	178	BFFBE AAABD EDACD DBACD DDFD EEEEE EEEED	35	13	15	4	16	19	33	14	
19009	F	181	CEBFC AAF C DBBDF BCEBF DEDED CCFCF BE	83	71	58	75	73	60	45	24	
19041	M	173	CEBFE BAD FFFFD BFEDC BBABD CCBAC EC	15	23	25	77	63	40	32	27	
19015	M	197	C BE AB BB AADCD CCCCC DEDFF FFDFF FFCFE	54	63	60	62	71	90	51	36	
10180	F	079	LFADF PAJ F ADAFF FDAAF DDDFF FFFFF FC	84	80	73	51	54	73	51	25	
21036	F	176	BFFCE AAACD ECBED AFEAD CEEDB CBCDC FBCBC	35	3	3	17	42	10	22	18	
21027	M	173	FEBCD DAC B BEBBC DEDDE DCDCB BAFBD BF	72	63	74	97	98	68	45	28	
21044	M	181	FFGAB EAAAA DEDEC DECB ACFFB FFFFF FFFFC	84	96	99	66	97	94	57	34	
21041	F	178	FCCBD BAD B BDCDB DECCB CBCBC BEBCA CD	80	60	35	54	44	66	40	32	
			BFGCE AAAAA DEBAB DBADA FFDDA AFFDF FFCFC									
			BFCEFF DAJ E CCCAC DFFAB ACCDF ADECF DC									
			CGGBA ABFBB AACED AECAE A CAC FEAEA EAFAE									
			AEAEA EAB D CEFAC BDFED CBABC DEFED CB									
			CCGBA ABCCB AADDB CECCD FFFBC CBDBF DBABC									
			BBBFF FAF B CAADB BFBBB BBBD FEEEE EB									
			G F FB B ECAFE FFBDF FAFF DCBBF CC									
			FEGBC CBFCB AFDBC ABAAE FFFDB EFEEF FBABF									
			ABADD FAG F ECBEC EAFFC EBBFF EFEEF EF									
			AAABC CFEAC DFDCA CDAEA AFAP BDEFF FACFF									
			CEBCF CAH E FACCE ACFCB BCCFF DDA AC									
			AAAAA CBFAC DFABA DAAEA AFCBE BDEFF ECCCFC									
			CBBCF EAB E BBCEC BBBCB ABCDE ADABF DB									
			AAACC CBEAC DFAAB DBAEA EECBB BEFAF CBCEB									
			CBDBD EAB A ABBCB BBFCC BIEFF BIEFF FC									

I.D.	SEX	AGE	RESPONSES										DEPARTMENTAL RESULTS									
21043	F	180	AAACC	CFFAC	DFABD	DBAEA	FFCCB	BFFPB	FACPD				94	91	85	65	77	82	46	35		
			CACAF	CAD F	AABEA	FFFBA	DACFF	FFFFF	FC													
21026	M	170	AAABC	CEBAC	DFACD	CDBDC	EBEEB	EEADF	BCDDB				63	80	81	85	92	73	48	28		
			ADDCB	CAG E	EEBEA	DEEBE	BEBEE	EABBB	EC													
21045	M	172	BFFBE	AAABD	EBBCB	BDACD	BDDBD	ADADF	EDBDA				38	36	25	75	80	58	35	33		
			EADDF	AAF D	BBADE	DEADA	CAAED	BAFFE	DB													
21042	F	173	AAABC	C BAC	DFABB	DBABB	FFBBB	BFFFF	BBCFB				72	47	25	35	19	60	39	30		
			AEAFF	EAC F	AFCEA	FEAF F	FAFF	FFFEF	FC													
21038	M	179	AAAB	C CC	DFA	CCBCC	B	F	BB A				NO DEPARTMENTAL RECORD									
			B	AI		B	F															
21049	M	183	AAACC	DFBAC	DFAAE	CAAE B	FDEAD	EDDDF	FABFC				97	93	97	97	98	95	51	41		
			CCACB	BAJ F	BBDCC	FABAA	DCBFF	FDDBF	CC													
21031	F	173	AAACC	C EBC	DFABB	CDAEA	FFCBA	CFFEF	FFAPB				76	56	35	83	39	42	41	19		
			AEDAF	DAB F	AABEA	FFFAF	ELAFF	FFFFF	EA													
21039	M	182	AAABB	BGBCC	DFABB	BDBC B	FEABD	EDDEF	ECDD B				80	71	91	94	97	86	46	38		
			FEACB	EAJ E	AAEFF	FAEEA	AAALD	EADBF	AA													
21032	M	164	CGHBB	ABF D	EBBCD	CCBDC	D						76	65	40	90	89	79	44	35		
			AC																			
21035	M	179	AAAC	CBDBC	DFADA	BCDEB	DEBCD	BDDAE	ECCEB				58	76	98	91	99	91	55	33		
			BDABB	BAF B	AAEBA	BBCDA	BCBED	ADDAC	AC													
21047	F	167	AAABC	CDBBC	DFABB	CBAEB	AEEBA	SEDF	DECDC				94	75	62	83	87	83	46	36		
			ACAAF	CAH F	BDBEF	EEFAE	CBEP C	BFEFP	DC													
21030	M	181	CCGCC	ABFBB	AADCC	ACBEC	DADDA	FFDFD	CCFDC				72	82	60	44	89	52	46	19		
			CGADD	CAA D	AABDC	DECCA	FBBFF	DLDDF	DA													
21034	F	181	BFFBE	AAABD	EEBDD	BDCDB	FFBBF	BFFFA	ADCFF				84	83	84	57	73	82	50	31		
			CDC	AE																		
21029	M	173	CCCB C	ABEBB	AAEED	AECBD	BBBBB	CDEDC	BABCD				10	8	11	26	65	29	25	28		
			EEFFF	FAJ F	FFFFF	FFFFF	FFFFF	FFFFF	FF													
21033	M	173											72	92	99	98	99	98	55	42		
			AD																			
21040	M	164	AAABC	BBBB C	DFADD	BCABD	FFCCB	BFFCE	FCCFC				67	83	88	65	84	63	50	32		
			CCCC E	FAA F	BARAC	BBFEB	BCCFE	CEDFF	BC													
21094	M	179	CCCC C	ABEAB	ACDAE	EEABB	FEEDF	FDF F	FEDFF				35	19	35	54	51	12	24	18		
			D ADF	FAE E	ABBDE	ADFAD	FDFFF	DAA D	AF													

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RESPONSES

DEPARTMENTAL RESULTS

21089	M	176	CBGBB ACEBB AECCD DBADB DBCCB FBFYF CFFBC	80	78	83	90	89	86	50	34
21099	F	184	BCFFD EAJ C ABAAB BDBCF FBFPD FFFAF AA	63	63	53	65	71	64	43	28
21077	M	183	EGHBB CBBAB AADCD CBBDD EPFEC DFEFF FCCBC	72	23	53	38	49	48	37	26
21087	M	177	EBFBF FAJ F BDFFE FEBAF FADFE EEFEB BC	42	19	20	26	8	0	0	0
21083	F	183	DBGBB AGDCB AACDB ACBEB EPBAB BEFDE FBFPA	72	82	53	70	68	66	48	26
21088	M	180	BDBBF FAH D BBDD BBDB DAAFF DFFDE AC	38	8	3	41	37	24	27	23
21084	M	178	CBHCA AGDCB AACBB ACAEB ABAAA AFAAF AACAB	72	65	71	97	81	75	43	34
21098	F	183	CBACB DAH BACFF FFFFF FFFCF FFFCF FF	91	71	55	77	80	86	49	35
21093	M	182	DEBCF BAD D CDBEA ABEEA AECEE FFEED EC	11	45	64	59	61	58	34	34
21082	F	177	CCGBA ABFCB BALAE DBBDB FBFFF FFCFF FFFFC	35	58	38	88	59	40	27	32
21081	F	176	FAFDF FAI F FFFFF FDFCF FDFPD CCCCFF	50	38	43	36	49	38	31	27
21085	M	175	CCGBB ABEBB AEDBA BCADC EFABF FFFAD FC	88	89	98	85	96	93	55	42
21076	M	184	AFBEF DAE F FDBDD AAFBE FDDBE FFFAD FC	28	36	40	89	92	68	41	32
21097	F	179	EGBB ABFFA B FCC DCDBC CEFAD DFDEE FECCF	88	80	62	75	75	91	49	39
21078	F	180	FEDDA FAI F FBABE BEEBC ADAFE EAFEE AB	67	38	27	57	47	25	25	24
21091	F	182	AAACC CFEAC ADACA DBAEC DEABD DDADF DDADC	58	45	25	59	49	54	37	29
21092	F	170	IBDDE FAD D EDEFB DFCFE DCAFD BADDFF CA	91	94	97	93	80	77	49	29
			DAACF FAC F CBDEE DAFEE EDDFE DEEDF FA								
			D GBC ABBAB AEDDB CDADB DDCED DDDCF BDDEB								
			DAACF DAB D CBDDD DAFB DDEFD FEDDD FA								
			AAABB BBBAC DDAED EBAEB EFBBF FFFEF FCCFC								
			AFABF FAF F BAADC FAAAAB FABFF FIFAD FB								
			AAABB BGCBC DFABD DDAED EFCBB BFFBE DCBFD								
			DAACD AAG F BBBEA DBFB ABCDE CFFCF CC								
			AAABC DEBBC APAEB BBACC ETEAA FFEAF FBFFA								
			AAADA AAH F EAAEA FEABE FBAFE EFFDA EC								
			ACEBA ABBCB ADDDD DCACB DFCEA DFDDD DDADD								
			FLEDF FAI B BAEDF DAFDE EDDEE FFFDB AD								
			ECGCC CBFCB AADCB CBBD A DEFB BDDEF CBBA A								
			BCBEF BAB D BCDEE DECBA CDBEB BACDD DD								
			AAABC DGFAC DFABC BDCCD ADBFF FFFBF ABDA A								
			EAFBB CAC E ADEFB DALBA FDEFB BBAAF FB								

DEPARTMENTAL RESULTS

RESPONSES

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21013	F	173	BFGBE AAAAD EAEBA ADBDB FFCCE DFFFF FFCFC	76	82	81	91	93	94	51	40
21068	F	181	CBCCF CAD F CCCEP CCPC CCPCF FFFFF FC	58	36	25	48	39	17	24	22
21061	M	192	CGGCC ABCBA BDDBA AFAAB ABCBB	58	76	74	65	86	64	44	27
21051	F	183	CABCA BAI D CFCBA BCFFF FFFFD PFFFA CF	54	38	53	54	44	46	33	29
21063	F	179	CGGCC AFBCC DBDD DCCEA EBFA FFFAF CBD	54	49	62	26	51	34	35	21
21064	F	181	AECAL CAB C DEFB BECD ADABA BACDB CA	23	49	38	32	42	44	42	19
21070	F	176	DBBBC AGFAB ADCCA BDBDD FFFFE DFFFF FECFF	35	13	20	57	26	22	23	24
21053	M	181	EDEEF DAB F CBBFF FDDCE EDEPF BFEFF FC	54	73	85	54	94	56	46	21
21062	M	172	DBEBA ADECB AACBD BBACC EFBBA ADDDF BEBEB	NO	DEPARTMENTAL	RECORD					
21060	M	180	ECBDF DAD D DAAEA DDBBD ECAFF BEFAF CC	26	23	10	51	44	52	30	35
21058	M	182	CGBB ACBCD EABCE CBBCC EFFFF FDDDF DCCDD	99	99	99	99	99	95	48	45
21059	M	177	DDDBF FAE F BEBEC BEDDA DEADA BDBDD EB	94	60	84	62	77	87	55	30
21052	M	178	DCECC ADECB ABDDC CBBDC AAABB BDABE AAADA	84	75	84	97	94	86	43	41
21008	F	194	AAADD DAA DBFFF FEDED DDBEB DDAAF EB	72	58	64	77	73	62	36	34
21011	F	171	CCDBA ABFCD AABBD ACACC CBDFF DCCBB CCBFF	46	52	16	26	44	42	37	23
21055	F	178	EADFC BAD F FEBFF CFAFF FEDEE DFCCF CD	54	8	25	12	16	19	26	21
21071	F	180	BFFBE AAAAD EDBCA CBAEB LFBAA DFFDF FCBFE	94	95	87	99	81	98	54	43
			EDED F BAC F EEFFE FDEC FBF FE EEEF EC								
			CCGBA ABACC DAAEA CBADB ABFE CCBED EBBED								
			CEEEF PAA E CEEFF FEBCB CBAEB FFCCB DDDDE CBDFB								
			CGGCC AGFAC AEYBB BAAAC AABDF AFFAD FC								
			BEAEF AAI D BAEBA AAEAC AAEAD DDDAC FACFD								
			DBBAC ABDAB AECAB ACAEA CBCFF FFFFF FFFFF								
			FFFFF PAJ F FFFFF FFFFF FFFFF FFFFF CC								
			CCDCE AGAAB AEABB BCADB EDAA DDDDF CDAAC FA								
			ACAEF DAC E AABDD DADCB DBDD DADCE FCBDA								
			IFCD F BAI E CFDBD AECDB CCBEB DDBDD FFCDB DC								
			BFFBE ACACD EBBED BDCCE FFAAA AFEEF PCCFD								
			BCBFC CAB B FFEDE DBBBF FFEDE EABCE FC								
			CCGCB ABFCB AAADD CDDCC EEEFF FFDDE FCCDD								
			DDDBB EAF A EDBDD AADAD DAAEE DDDDE BB								
			AAABB DGBBC DFACB BDBCC EFEDA BFDDF FCBFC								
			FADEF EAB D BDDDE EEDDE EDDEE DDEEF EC								

I.D.	SEX	AGE	RESPONSES										DEPARTMENTAL RESULTS									
			EGGBC	DEBBB	AFDBB	DBAE	F B	F FBFE	80	82	84	90	68	70	43	31						
21120	F	176	DEBFF CBA	C F B A	FAA	FCFF	E	F FC														
21119	F	181	AAABB CEBBC	DFADD	CLBEE	AEFE	FA F	DCC C	99	99	93	97	99	96	56	38						
21117	M	179	AADAF FBJ F	FA	FAE	FADFA	AE D	DB														
21117	M	179	AAABC DBDBC	DFABA	DEAEA	EFCCB	BDAF	FCEFE	94	82	88	91	89	95	47	45						
21125	F	174	BDBBF ABH F	B B E	BFCB	D F	FF	FC														
21125	F	174	CCEB AAB C	BABDD	AACAD	AEFF	FF	FFCDE	76	36	53	72	49	24	29	21						
21105	M	180	CEBFF FBF	FEFF	FFFFB	CFBFF	DC	FF														
21105	M	180	EBEBA BBBB	AFCD	B	FEBCA	DEEAF	EB	84	58	91	99	96	92	47	42						
21124	F	177	CFAEF DBF F	BABDE	BDFBA	EDBF	A AAD	DC														
21124	F	177	AAABB DBDBC	DFABD	BBBEC	FFDEF	FFFEF	FC	88	78	93	26	61	75	47	30						
21118	M	173	FBDEA BBE F	AAAFD	DAFCA	AEFF	AAAAF	AB														
21118	M	173	CBCBE ADABB	AACAA	EBADE	FFCF	FFCF	FFAFF	19	13	53	38	56	34	27	29						
21122	F	000	F CFF CBI F	CF	FF	F	CF	FC														
21122	F	000	BAAB EACAA	DEBBC	BCDAD	BAFBB	ADDD	CDCBE	43	43	58	46	59	52	34	31						
21123	F	000	BDEAA EBC A	DCAAB	CDACF	ADCAD	AF	FC														
21123	F	000	CCGBB AB BB	ADDCD	CCBDD	FPABB	AF	FBFB	72	82	69	57	96	88	49	37						
21110	F	172	FBAAA FBD F	AAAF	FAFCA	DBDF	DFEE	DC														
21110	F	172	AAABC DGEBC	DFACC	BBAEC	FFCDF	DEFEF	BBCFB	54	73	50	51	61	48	41	22						
21102	F	175	BABEF PBA D	ABBED	ABFAA	BFEFF	FFFF	FA														
21102	F	175	ECGBA BGEC	DFADD	CDADD	FFAFD	DFDF	FCCFB	91	78	67	81	73	85	49	34						
21110	F	173	ECEAC FBC F	AAFFT	DDFAF	FFAF	FFFF	DC														
21110	F	173	AAABC CGEAC	AFABA	BCADD	EFCDF	DF	ECBFD	54	73	50	51	61	48	41	22						
21101	F	175	ADEEF DBA D	AACDD	AAEBE	DDEDD	FD	AB														
21101	F	175	DGBCC AEFAB	ABDCB	CCADA	FFBDD	ED	FEFB	96	96	91	85	80	95	57	35						
21116	F	188	BEFF CB	F CB	DDDE	DADDE	DA	FF														
21116	F	188	CGHCC AAFBD	FEACA	ABBEA	FFCBA	B	FFCFD	58	71	80	70	69	79	48	31						
21116	F	188	AFBFF FBG F	FFFF	FF	FF	FF	FF														
21109	F	179	AAAAC DGBAD	DFAAC	CAAEA	BDCAF	DE	FECPA	91	75	61	89	92	79	44	35						
21109	F	179	CDBDE FB	J D	BAFAL	ADDEA	DE	FF														
21103	F	177	AAACC CF BC	DFAAB	ABAEA	EPCBF	FFFF	FCCFF	88	63	64	38	77	54	43	23						
21103	F	177	CFCFF FBD F	CCBBF	ABFCB	FFCF	FF	FF														
21115	F	179	AAACC DBB	BC	DFAAD	BCAEA	FFCAA	FFDE	99	94	97	96	84	97	53	42						
21115	F	179	ADDBF EBF F	BACFA	DAFDF	FDAEF	D	FFFF														

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PROJECT NO: SE01

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